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ABSTRACT

This report is the first annual report under the Nebraska legislature's Quality Child Care Act; it provides information on more than the past year to place the programs and services described in context. The report sought to determine the status of child care and early childhood education in Nebraska, recognizing that the younger the child, the more the issues of care and education are intertwined. The report consolidates ~~extensive information about~~ Nebraska Department of Social Services (NDSS) initiatives, Head Start in Nebraska, and Nebraska Department of Education (NDE) initiatives. The findings and recommendations for the improvement of early childhood care and education programs and services in Nebraska emphasize the need for early intervention. The report includes the following recommendations: (1) changing the child care licensing statute; (2) increase state funding for NDE-administered early childhood projects; (3) accelerate efforts to broaden several funding bases for early childhood care and education; (4) setting up a system of support for staff training and retain at least current training requirements; (5) retain current kindergarten entrance age; and (6) place responsibility for administering minimum standards for public school-based early childhood and school age care programs including qualifications of staff, with the Nebraska Department of Education. General appendices present the NDSS/NDE Memorandum of Agreement, the Early Childhood Act, the Child Care Act, and the Early Intervention Act. (Contains 24 references.) (DCP)

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The Status of Child Care and Early Childhood Education in Nebraska

A Report Prepared by

The Child Care and Early Childhood Education
Coordinating Committee

June 1996

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The Status of Child Care and Early Childhood Education

**A Report Prepared by
The Child Care and Early Childhood Education
Coordinating Committee**

June 1996

This report is prepared pursuant to 43-2615 R.R.S., as amended by the 1995 Legislature with assistance from staff of the Nebraska Departments of Education and Social Services.

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Introduction

INTRODUCTION

In the 1995 Session, the Nebraska Legislature amended the Quality Child Care Act (first enacted in 1991) to place the responsibility for the preparation of an annual report to the Governor and the Legislature with the Child Care and Early Childhood Educating Coordinating Committee (CCECECC). The report was to consolidate information about the status of child care and early childhood education in the state and includes information about licensing and immunization reporting requirements previously required in Chapter 71 R.R.S.

Across this nation and in Nebraska, early childhood care and education is represented by a complex array of programs and services carried out under varied sponsorship and in a wide diversity of settings. This variety and complexity has resulted from both the history of various aspects of the field, as well as a patchwork of funding sources and mixed oversight. Typically early childhood is defined as the period of a child's life from birth through age 8. Early childhood programs are generally known as preschools, home- and-center based child care settings, Head Start, Early Intervention, and Kindergarten/Primary Education. School age care programs extend through age 12 and serve children during the hours around the school day. School age care may be included in a child care setting that also serves children in the early childhood years.

Quality early childhood care and education programs, school age care and parent education programs support parents as they carry out their critical role as children's earliest role models and teachers. Parents access these programs and services depending on their needs and those of their children. Commonly, parents choose to participate; 1) to provide opportunities for their children to interact and learn in a wider environment than the home; 2) to provide care and education for children while parents work; 3) to meet the special educational needs of children with disabilities; and/or 4) to enhance their parenting skills (See Figure 1).

All programs that serve children in this age range include both care and education. The younger the child, the more elements of care and education are intertwined. While the primary motivation for placing a child in a child care setting may be the employment status of the parent, every setting is potentially a place for children to develop and learn. When parents place a child in a Head Start program or other part day preschool, the motivation is usually more overtly to extend development and learning. The extent of children's development and learning in any setting is related to the quality of the setting--no matter what the sponsorship or name of the program.

Caring communities understand the needs of families with young children for support from an extended family and/or the wider community. Community agencies, schools, religious communities, and organizations can respond by working together to weave a fabric of voluntary programs and services families can access as they need or desire them.

In the report which follows, the information has been organized to meet the requirements of 43-2615 R.R.S. Since this is the first annual report, some of the information reaches back beyond one year; this decision was made to insure that the context of the programs and services could be fully understood.

The number of publicly sponsored and funded programs is growing slowly; the vast majority of children currently participate in early childhood programs via private sector home- and center-based programs. The responsibility for minimum regulation of these programs rests with the Nebraska Department of Social Services (NDSS). As of March 31, 1996, NDSS licensed 4033 family child care homes, 712 child care centers, and 303 part-day preschools. (When public and nonpublic schools provide part-day programs, such programs are not currently required to be licensed.)

A law passed in 1967 permitted public schools to expend public funds to offer prekindergarten programs. Currently fewer than two dozen schools make such programs available to targeted groups or to all children; however, Nebraska schools have led the nation in the provision of services to young children with disabilities.

The length of this report is more a reflection of the complexity of the early childhood field than of the adequacy of available program and services. Consider these facts:

- Fewer than one-third of eligible Nebraska children have access to a Head Start program.
- The struggle to locate affordable and accessible child care continually saps the energy and resources of working families.
- Staff in virtually every type of early childhood care and education program continue to earn wages which are half of comparably prepared professionals in related fields.
- Despite what is known about the potential benefit of high quality programs for children's later success in school and in life, well over half of children are in settings which can, at best, be rated as mediocre.

The information in this report demonstrates that modest progress has been made in the past five years to expand and improve services on behalf of children and their families and to provide support to personnel in early childhood care and education settings. It is not enough. Resources must be found to ensure that Nebraska's children have the quality early care and learning settings that will offer them the best chance to reach their greatest potential. To do less is to ignore what we know about the potential of quality programs and services to greatly improve the life chances of children whose families choose to participate.

Since this is the first comprehensive report on the topic of early childhood care and education, the authors believed that a comprehensive representation of the enterprise can serve as a baseline for tracking progress toward the goal of creating a comprehensive voluntary system of early childhood and family education services and programs to assure that the young children of Nebraska will have opportunities to reach their highest potential.

The statute also requires the Committee to make recommendations for the improvement of the early childhood care and education system. These recommendations are found on page 157 of this report. These recommendations were adopted by the Committee at the February 16, 1996 meeting.

Figure 1

OVERVIEW OF EARLY CHILDHOOD CARE AND EDUCATION

Program **ASPECTS** reflect the "who", "what", and "where"

Children Served

Infant (0-18 mos.)
Toddler (18 mos. - 3 yrs.)
Preschool (3 - 5 yrs.)
Kindergarten/Primary (5 - 8 yrs.)
School Age (5 - 12 yrs.)

Types of Programs

Child Care Center
Family Child Care Home
School Age Care
Nanny/In-Home Services
Nursery/Preschool
Special Education: Early Intervention
and Preschool
Head Start
Kindergarten/Primary
Even Start

Physical Settings

Homes
Commercial Spaces
Community Buildings
Specialty Buildings
Churches
Public/Non-Public Schools
Hospitals
Colleges/Universities
Family Resource Centers

Program **APPROACH/PHILOSOPHY** provides the foundation to support maximum opportunities for growth and development of children and families through programs and services which are:

Family Centered -

Recognizing that parents have the primary responsibility for and influence on their children's development and learning.

Comprehensive -

Recognizing that services must include attention to all domains of development and include related services as needed, as well as education.

Coordinated -

Recognizing that collaboration among the variety of public and private programs and services is required to assure that child and family needs are met and that the most efficient use is made of public resources.

High Quality -

Recognizing that outcomes for children in the birth through age eight age range are strengthened when programs and services display research-based elements of quality including:

- *Staff trained in child development*
- *Low staff-child ratios and group sizes*
- *Developmentally appropriate curriculum, methodology, and assessment*
- *Extensive family involvement and access to resources*
- *Culturally responsible approaches*
- *Ongoing staff development and supportive supervision*

Inclusive -

Recognizing that all children benefit when they have optimum opportunities to interact in groups comprised of children of diverse backgrounds and characteristics.

Equitable -

Recognizing that practices strive for potential achievement of all children, including children from minority groups, with disabilities, and/or from less advantaged backgrounds; implementation includes fairer alternatives to current practices such as early labeling and grouping, extra-year classes, grade retention and delayed kindergarten entrance.

Program **RELATIONSHIPS** provide support through shared resources, integration of services, and technical assistance:

Sponsorship

Individual Profit/Non-Profit
Corporate/Franchised Chains
Community Boards/Organizations
Local/State Federal Agencies
Churches
Public/Non-Public Schools
Colleges/Universities
Hospitals
Businesses/Industries

Related Services

Physical and Mental Health
Nutrition
Dental
Social Services
Case Management
Resource and Referral
Staff Training
Literacy/GED
Parenting Education
Early Intervention/Special Education

Involvement with State Agencies

Department of Social Services
Department of Education
Department of Health
Department of Public Institutions
State Fire Marshal
Department of Economic Development
Department of Labor

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Historical Perspective

Nebraska is among those Midwestern states which saw rapid development of kindergarten early in this century. Only one public school district was not providing kindergarten in 1987, when legislation was enacted to require it. It is also now unusual to find a nonpublic school which does not offer kindergarten and many also provide prekindergarten programs. Although the provision of full day, every day kindergarten is a well-established trend in other states, Nebraska schools have been slow to respond. Presently, fewer than a dozen offer full day, every day programs.

Head Start, a federally funded and administered program begun in 1965, provides comprehensive child development services to low income children and their families. In addition to early education, Head Start includes parent involvement and health and social services. Nebraska's 17 Head Start grantees serve approximately 3,700 children. While the state has benefited from expansion monies in recent years, many areas of the state are still unserved and estimates are that only about a third of eligible 3- and 4-year-old children are currently served.

In 1967, the Legislature amended Section 79-444 R.R.S., to permit school districts to expend local funds to support prekindergarten programs. Several districts did begin programs, most supporting them with federal funds. A few were operated on a fee-for-service basis through school districts' non-profit foundations. In 1987, Section 79-444 R.R.S. was again amended to make it clear that the school district could directly operate a fee-for-service program. Several new school-based prekindergarten programs have started within the past ten years. Again, the funding sources are mixed including fee-for-service, Title 1, Head Start, Even Start, General Funds, and/or local district funds.

The growth of private-sector child care and preschools has paralleled that of other areas of the country. Few such facilities existed prior to the 1960's, although the first law to regulate child care was passed in 1943. The entree of women into the work force in the latter third of this century spurred the growth of child care centers and homes. The interest in early learning following the beginning of Head Start created the demand for part day preschools. It is now also rare to find a child care facility that does not advertize that the program attends to children's early education. Consequently, approximately three-fourths of Nebraska's children have participated in some type of group program prior to entering kindergarten. The majority of this early childhood care and education is provided in private-sector child care homes and centers and part-day nurseries/preschools which must meet minimum licensing requirements administered by the Nebraska Department of Social Services.

Over the past two decades Nebraska has made significant contributions nationally to the field of early childhood care and education in several ways:

- 1) Nebraska was one of the first states to mandate services to prekindergarten children with disabilities through legislation passed in 1978. Only 10 other states have such comprehensive requirements.
- 2) The State Board of Education has demonstrated leadership in the promotion of program quality beginning with its adoption of the Position Statement on Kindergarten in 1984. This document is widely regarded as the prototype of subsequent statements by several

national groups and continues to be cited in books, journals, and policy papers.

In 1988, the State Board of Education appointed task forces to develop quality early childhood program guidelines and to advise on program and policy initiatives. These task forces worked closely with the Legislature's Health and Human Services Committee Task Force on Quality, Affordable and Accessible Child Care, the body which informed the development of LB 836 (further described below). The State Board of Education strengthened its commitment to services and to quality in November of 1989, when, in response to Goal 1 (Early Childhood) of the National Education Goals, it designated early childhood and parent education as a legislative and programmatic focus into the 90's.

Also in November of 1989, the participants in the Governor's Summit on Children and Family Policy identified early childhood services as a priority for Nebraska's children. Specifically recommendations for action included: the strengthening of prevention efforts; the extension and augmentation of early childhood programs; and, the need to address staff development.

The federal Child Care and Development Block Grant was enacted in the fall of 1990; it required each state to develop a plan for utilization of the allotted funds. The implementation of the federal legislation was guided by the Quality Child Care Act LB 836 enacted in the 1991 Nebraska Legislative Session. This law created the Child Care and Early Childhood Education Coordinating Committee, a governor appointed group of providers, advocates, and agency representatives. The Committee is co-staffed by the Departments of Social Services and Education and is further describes in the next section of this report.

Nebraska's plan for the implementation of the Child Care Development Block Grant was developed with the input of the Coordinating Committee. It complied with the federal regulations by distributing approximately two-thirds of the allotment through vouchers to parents for the purchase of child care services. A new sliding fee schedule was developed by the Department of Social Services to coordinate several child care funding streams and permit families with incomes up to 110 percent of the federal poverty line to access the voucher system.

The balance of Nebraska's share of the Block Grant has supported quality enhancement efforts through the Department of Social Services, the Department of Education and the Early Childhood Training Center. These efforts have included the strengthening of child care licensing, the establishment of a process to recognize quality programs, and the coordination and enhancement of early childhood training efforts. This work has required considerable collaboration among programs and agencies; it has been guided by a Memorandum of Agreement between the Commissioner of Education and the Director of Social Services (see General Appendix A). Nebraska's implementation plan also created several grant funds intended to expand the supply of child care services and to enhance the quality of early childhood care and education through staff development and the strengthening of existing programs.

The Child Care and Early Childhood Education Coordinating Committee (CCECECC)

LB 836 (Laws, 1991) created the Child Care and Early Childhood Education Coordinating Committee. The membership, appointed by the Governor, includes the following representation:

- State Agencies (Nebraska Commission on the Status of Women, Economic Development, Social Services, Education) (appointed by agency heads)
- home- and center-based child care
- disability specialists
- experts in early childhood development
- school districts providing early childhood care and education programs and school age care
- parenting education specialists
- resource and referral agencies
- pediatric health care professionals
- postsecondary institutions providing early childhood care and education for students and/or employees
- citizen groups or other groups concerned with child care
- labor organizations
- Head Start agencies
- employers providing child care assistance to employees
- parents

According to the Quality Child Care Act, CCECECC is charged with the responsibility to:

- 1) Serve as an advisory coordinator for all state agencies responsible for child care programs and early childhood education for the purpose of improving communication and interagency coordination. CCECECC is to annually review state programs and make recommendations to the agency and the Legislature which will maximize funding and promote the policies set forth in the Quality Child Care Act;
- 2) Review and propose changes to the federal Child Care Subsidy program, including the adequacy of the sliding fee schedule;
- 3) Review administration of any child care expansion grant program;
- 4) Review and provide input toward the improvement of the quantity and quality of child care in the state including advice to state agencies in their implementation of existing federal law and regulations as well as planning for future available federal funding;
- 5) Review rules and regulations or proposed revisions to existing rules and regulations governing the registration or licensing of programs;
- 6) Advise the Director of Social Services on the administration of the licensing responsibilities of the Department of Social Services related to section 71-1910;
- 7) Make recommendations to the Director of Social Services, the State Board of Education, the State Department of Education, and all other state agencies involved in the regulation or provision of child care programs, and early childhood education on the needs, priorities, programs, and policies relating to child care and early childhood education throughout the state;
- 8) Study and recommend additional resources for child care programs and early childhood

- education;
- 9) Review and provide advice concerning the availability of employment-related child care.
 - 10) Advise the Department of Social Services as to whether separate standards are needed for school age care;
 - 11) Report annually to the Governor and the Legislature on the status of child care and early childhood education; and
 - 12) Make recommendations as to the need for separate licensing standards for programs providing child care for children who are medically fragile or technologically dependent, and, if such a need is determined, make recommendations as to what the standards shall be.

CCECECC has carried out its work through quarterly meetings and through five subcommittees:

- Child Care Grant Fund - develops requests for proposals and oversees the selection of grants to be funded by the Department of Social Services according to provisions of the Quality Child Care Act. It is designed to provide grants to assist in starting or improving a child care program.
- Continuity Grants - develops requests for proposals and oversees the selection of grants to be funded by the Department of Education. These grants are designed to assist in the development of programs to serve school age children and to extend to full day those half day programs in public settings (Head Start, early childhood special education).
- Licensing - assists in the development of rules for the operation of child care and early childhood education programs. In the five years of its existence the committee has participated in the development of the Family Child Care Home regulations and the in process revision of the standards for centers.
- Accreditation - assists in the development of quality standards for programs. IN the five years of its existence, the committee has assisted in the revision of the Department of Education's voluntary guidelines, *Indicators of Quality: Guiding the Development and Improvement of Early Childhood Programs*, and the development of a draft of a rule to guide a voluntary accreditation process.
- Professional Development - advises the Departments of Social Services and Education regarding initiatives designed to support the professional development of persons who staff early childhood care and education programs. This committee also serves in an advisory capacity to the Early Childhood Training Center.

CCECECC meets on a quarterly basis, usually in Lincoln. The Committee is administered by the Department of Social Services and staffed by NDSS and the Department of Education. Bylaws govern the operation of the Committee.

Figure 2

**Roster of Current and Past Members of the Child Care and Early Childhood Education
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(308) 432-6369 - (FAX)

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(402) 465-4355

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Head Start Director
Mid-Nebraska Community Services
P.O. Box 2288
Kearney, NE 68848-2288
(308) 865-5690

Susan Ptacek, Chair
Child Care Advisory Committee
1720 Buckingham Drive
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Sally Wysong, Director
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(402) 483-6359 - (H)

Pauline Zeece
RLH - Room 104F
University of Nebraska
Lincoln, NE 68583-0801
(402) 472-0419
(402) 472-9170 - (FAX)

(Revised 3-28-96)

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Nebraska Department of Social Services Initiatives

RESOURCE DEVELOPMENT AND SUPPORT UNIT

Resource Development and Support is the Unit within the Nebraska Department of Social Services that is responsible for child care licensing. In addition to the licensing function, staff within Resource Development and Support focus on other areas such as Child Care Subsidy, management of the Child Care and Development Block Grant, and maintaining the responsibility of coordination of all child care programs within the Department of Social Services.

Child care licensing has gone through significant changes over the years. Prior to 1992, licensing was seen primarily as an enforcement entity. Like many states, Nebraska was learning new ways to work most effectively with child care providers. This began with focusing on encouraging and supporting providers by offering resource information and providing technical assistance. With the passage of LB 836, 13 more field staff were hired to facilitate this change in philosophy by offering training and resources in addition to the enforcement of child care licensing regulations. At that time, child care licensing was within its own Division entitled Child Care and Development. In September of 1995, child care licensing was then incorporated into the Resource Development and Support Unit.

There are 25 Child Care Resource Specialist located throughout Nebraska (See NDSS Appendix A). Child Care Resource Specialist are responsible for measuring compliance with regulations as well as providing resources, training and technical assistance for Nebraska's providers. Three Child Care Resource Specialist Supervisors are located in Omaha, Lincoln and North Platte with administration being located in the Central Office of the Nebraska Department of Social Services.

As you will see in the following sections, licensing and the other child care programs in the Nebraska Department of Social Services looks different than it did five years ago. Each section will provide detailed information about those changes.

CHILD CARE LICENSING

The licensing of child care has been around for a long time. The first child care licensing law in this country was in Pennsylvania in 1885. Nebraska has had statutes that address child care since 1943. For years, licensing agencies, legislatures, child care providers and parents have struggled to discover the best way to regulate those facilities and programs children spend such a large amount of time in attendance. (See NDSS Appendix B.)

Nebraska law states that anyone caring for four or more children from different families at any one time needs to hold the proper child care license. In determining whether an individual is required to be licensed, the person's own children and grandchildren are not included. Once an individual is licensed, own children and grandchildren under the age of 8 count in the child/staff ratio. (See Appendix B.)

In Nebraska, the Department is responsible for the licensure of 4 types of facilities:

Family Child Care I: Child care operation that is located in the provider's place of residence. This type of program serves between 4 and 10 children. Family Child Care Home I providers are licensed through a self-certification process.

Family Child Care II: Child care operation that can be located in the provider's place of residence or a site other than their home. This type of facility serves 12 or fewer children at any one time. Pre-licensing visits are required before facilities can start operation.

Child Care Center: A facility licensed to provide child care for 13 or more children. Pre-licensing visits are required before facilities can begin operation.

Preschool: An early childhood program which provides primarily educational services where children do not nap and where children are not served a meal. Pre-licensing visits are required before facilities can begin operation.

All newly licensed child care programs are issued a Provisional License which is effective for one year. Programs in compliance with all regulations will be issued an Operating License upon application. Operating Licenses are effective for two years.

FACILITY VISITS

Many view the monitoring of child cares as the first step towards building quality child care programs. This monitoring takes place in many different forms. Child Care Resource Specialist primarily conduct the following types of visits:

Initial Licensing: Visits that are conducted prior to a license being issued.

Renewal Licensing: Visits that are conducted to renew a license when it is about to expire.

60 Day Visits: These visits are required by statute. This types of visits are conducted at Family Child Care Homes within 60 days of issuance of a new/renewal license.

Complaint Visits: These are unannounced visits to child care facilities when the Department has received information or a concern that the facility is violating licensing regulations.

Monitoring Visits: These visits usually occur when a facility has experience a problem complying with regulations. Often facilities have submitted a plan of compliance or they have agreed to comply with certain conditions. The purpose of monitoring visits is to ensure the facility is complying with their agreement or plan.

Although the primary purpose of these visits is to measure compliance with regulations, they are excellent opportunities to provide the needed resource information and technical assistance providers need to be able to meet regulations.

In FY 94-95, 10,898 visits were conducted to child care facilities and preschool.

REGULATIONS

Family Child Care Home Regulations: In May of 1995, Governor Nelson approved the new regulations for Family Child Care Homes. Prior to his signature, the Department held additional public hearings at the Governor's request in January to gather more public input on the proposed regulations. Following his approval, Governor Nelson gave a directive to the Department of Social Services to review all child care regulations and identify those that are needed to address the health and safety of children. This plan was completed in December of 1995. The plan includes working with the Child Care Rules and Regulations Advisory Committee. This advisory committee, as mandated by LB 836, worked with the Department in the development of the Family Child Care Home Regulations. In addition to this workgroup, the Department will seek assistance from other child care providers, program administrators, parents, child advocates, and other interested parties.

TRAINING, TECHNICAL ASSISTANCE, AND CONSULTATION

The Department has expanded this aspect of licensing over the last year. With the passage of the new Family Child Care Home regulations, training requirements were established for home-based care. Child Care Centers and Preschool have always had inservice requirements. Research shows that training influences the way caregivers relate to young children, however, prior to 1989, almost half the states made no attempt to meet the training needs of child care providers (Blank, 1993).

The Department addresses the training needs in many different ways.

Pre-service Training: 1 hour of pre-service training is needed for new Family Child Care Home I and II providers. The training consist of explaining regulations, handing out information about available resources in communities, and addressing any questions providers have regarding child development, business administration, or regulations.

On Going Training: All licensed facilities are required to have 12 clock hours of pre-service training. Staff participate in various training opportunities throughout the state that enable programs to meet this requirement. Since several Child Care Resource Specialists have worked in child care, they have the expertise to present on a number of child care related topics such as business administration, child development, and developmentally appropriate practices.

Child Care Resource Specialists and other Department staff serve on a wide variety of task forces, committees and are members of several professional organizations. Examples include:

Grand Island Child Care Task Force
Lincoln/Lancaster County Child Care Advisory Committee
Omaha 2000
Beatrice 2000
Project Success-Scottsbluff
Women's Fund Advisory Committee-Omaha
Nebraska Association for the Education of Young Children
Northeast Community College Child Care Advisory Committee
Good Beginnings
Lincoln/Lancaster Land Use Task Force

As the demand for affordable, accessible quality child care continues to grow, the Department offers consultation to communities, organizations and other entities that are interested in starting child care programs. This may include answering questions about regulations, viewing a prospective building, or sitting down and discussing all aspects of starting a child care business.

CHILD CARE COMPLAINT TRACKING SYSTEM

In April of 1994, the Department implemented an automated system of tracking complaints received on child care facilities. This system, known as the Child Care Complaint Tracking System (CCT), was developed to allow field staff quick access to complaint information for all licensed facilities, reduce duplication, and to streamline the activities of the Child Care Resource Specialists.

The system tracks all complaints by county and license type, including unlicensed care complaints. From July 1, 1994 to July 1, 1995, the Department received 1,193 complaints on child care facilities. Of this number, 523 complaints were from parents. In addition, 130 complaints were referred to Child Protective Services for their participation and assistance in the investigation. CCT also tracks the dispositions of the complaint (i.e., revocation of the license, licensing agreement).

The Child Care Complaint Tracking System is available to any individual who has access to OfficeVision VM. A graph is attached comparing the number of complaints received by license type for the three licensing regions. (See Appendix C.)

CHILD CARE SUBSIDY

Assisting low income families in purchasing child care services has always been a priority for the Department. Nebraska continues to serve all children whose families meet the eligibility requirements without delay. Currently, 40 states have a waiting list for families requesting Child Care Subsidy.

In an effort to continue to serve all families without having a waiting list, the Department proposed changes to the child care subsidy program. Those changes included: elimination of parent sleep time and parent study time; conditions for in home care; to freeze rates, if below maximum; require Nebraska residency for Child Care Subsidy; count unearned income for transitional child care; rates based on attendance only. The changes have been to public hearing and are planned to be implemented for FY 1996.

In FY 1994-95, the Department served an average of 11,257 children each month, spending a total of \$27,398,627.

SUPPORT FOR CHILD CARE PROVIDERS

The Department of Social Services continues to provide a variety of support services for the child care providers and early care educators in Nebraska. In addition to the technical assistance and consultation provided by the Child Care Resource Specialists, the Department has established grants that are available to new and currently licensed providers. Also, providers gain much needed information from the state-wide newsletter the Department publishes quarterly.

CHILD CARE GRANT FUND

The Child Care Grant Fund managed by the Department of Social Services offers assistance to child care providers in starting or expanding child care services, including improvements which are necessary to meet licensing requirements; purchasing equipment to expand services; and making improvements and purchasing equipment to accommodate the care of infants, children with disabilities, children who may be mildly ill, and /or school-age children.

Child care providers submitted 75 applications for the 1994 funding cycle, with requests totaling \$554,202. Grants awards were approved for 25 child care providers across the state totaling \$250,000 with a maximum grant of \$10,000 for each provider. Of the total 75 awards, 10 Family Child Care Homes and 15 child care centers received grants. (See NDSS Appendix D.)

CHILD CARE EMERGENCY MINI-GRANT FUND

The Emergency Mini-Grant Fund was developed in collaboration with the Child Care Grant Fund Subcommittee of the Child Care and Early Childhood Education Coordinating Committee. The Child Care Emergency Mini-Grant Fund is designed to assist licensed child care providers with funds to cover items that providers need to maintain licensure. These funds can only be used by licensed child care providers and items that are funded can only be those that are required for license. The maximum grant award is \$2,000.

Licensed child care providers submitted 144 applications for the 1994 funding cycle, with requests totaling \$202,675. Grant awards were approved for 74 licensed child care providers across the state, 69 Family Child Care Homes and five Child Care Centers, totaling \$61,070. (See NDSS Appendix E.)

KALEIDOSCOPE

The Department of Social Services continues to publish a provider newsletter, Kaleidoscope, which is mailed to all licensed child care, early care and education providers, small family home with a City of Lincoln permit, and other interested parties statewide.

The purpose of Kaleidoscope is to inform, update, and educate child care providers. Articles are furnished by higher educators, early care and education specialists, developmental disabilities

specialist, Child Care Resource Specialists, Early Childhood Training Center staff, child care providers, Nebraska Department of Health, Nebraska Safety Council and other public and private agencies.

Last year's Kaleidoscope focused on children with developmental disabilities. Each issue of Kaleidoscope contained one or two articles regarding working with children with special needs. The newsletter also contains information covering health and safety issues, regulation updates, legislative updates, provider recognition, training opportunities and other information pertinent to child care providers.

Kaleidoscope is published quarterly by NDSS. The newsletter is furnished free of charge to over 5000 licensed child care programs and approximately 600 other interested individuals and programs. (See NDSS Appendix F.)

Child Care Rules and Regulations Advisory Committee

The Child Care Rules and Regulations Advisory Committee was established through the Quality Child Care Act (LB 838) which was passed in May of 1991. The purpose of the Child Care Rules and Regulations Advisory Committee is to assist the Department of Social Services in developing and addressing regulations that affect family and group day care homes. Committee membership is to include two providers and one parent from each of the three Congressional Districts and one provider-at-large. The ten members of the Committee were appointed by the Director of the Department of Social Services and began to develop a set of minimum regulations which provided for the health, safety, and well-being of children in home-based child care settings. (See NDSS Appendix G.)

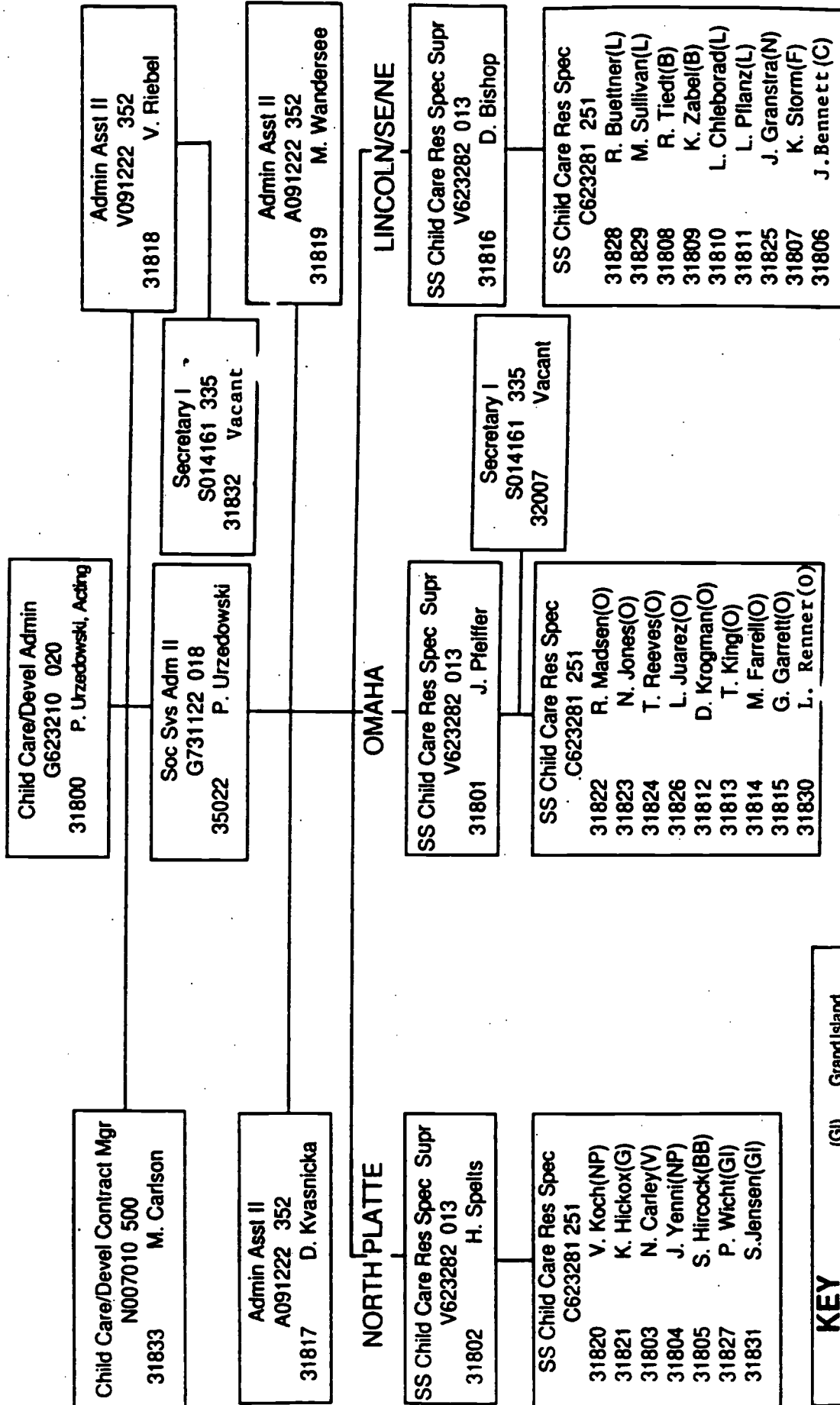
During the Fiscal Year 1994/95, the Committee held four meetings with the Department regarding the Family Child Care Home I and II regulations, which were then taken to public hearing and submitted to the Governor for approval in 1994. The Committee and the Department co-hosted an additional 25 public hearings statewide, face-to-face and via video conference to collect public input on the regulations.

Based on the testimony collected at these public hearings, the Committee met with the Department to modify and finalize the regulations. The regulations were approved by the Governor on May 22, 1995.

NDSS Appendices

- A. Child Care and Development Division Staff Chart
- B. Historical Comparison Of Licensed Facilities
- C. Complaints Investigated
- D. Child Care Grant Fund
- E. Child Care Emergency Mini-Grant Fund
- F. Example of Kaleidoscope Newsletter
- G. Child Care Rules and Regulations Advisory Committee Roster

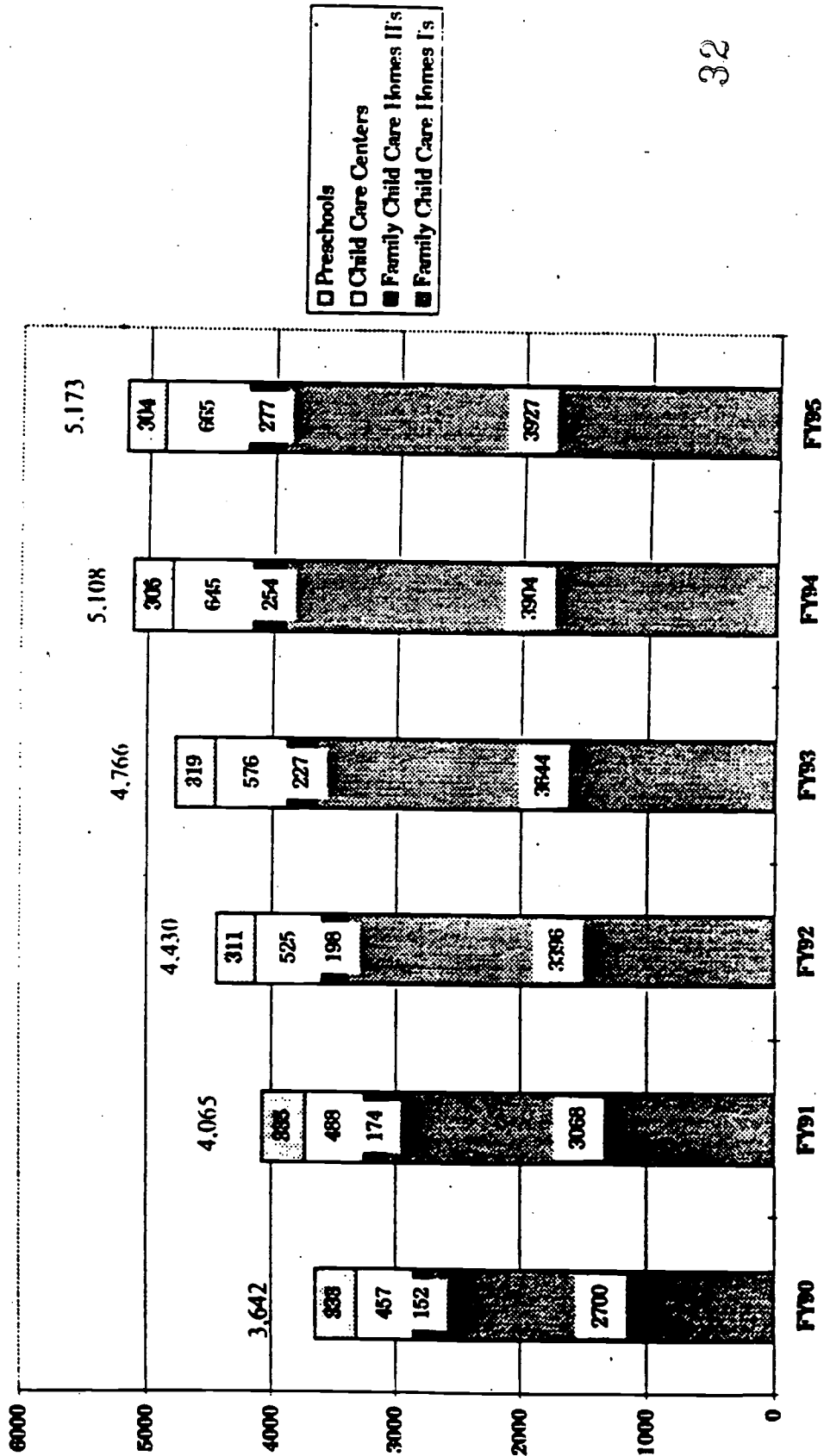
Nebraska Department of Social Services Child Care and Development Division



KEY			
(B)	Beatrice	(GI)	Grand Island
(BB)	Broken Bow	(L)	Lincoln
(C)	Columbus	(N)	Norfolk
(F)	Fremont	(NP)	North Platte
(G)	Gering	(O)	Omaha
		(V)	Valentine

Nebraska Department of Social Services

HISTORICAL COMPARISON OF LICENSED FACILITIES FY 1990 Through FY 1995

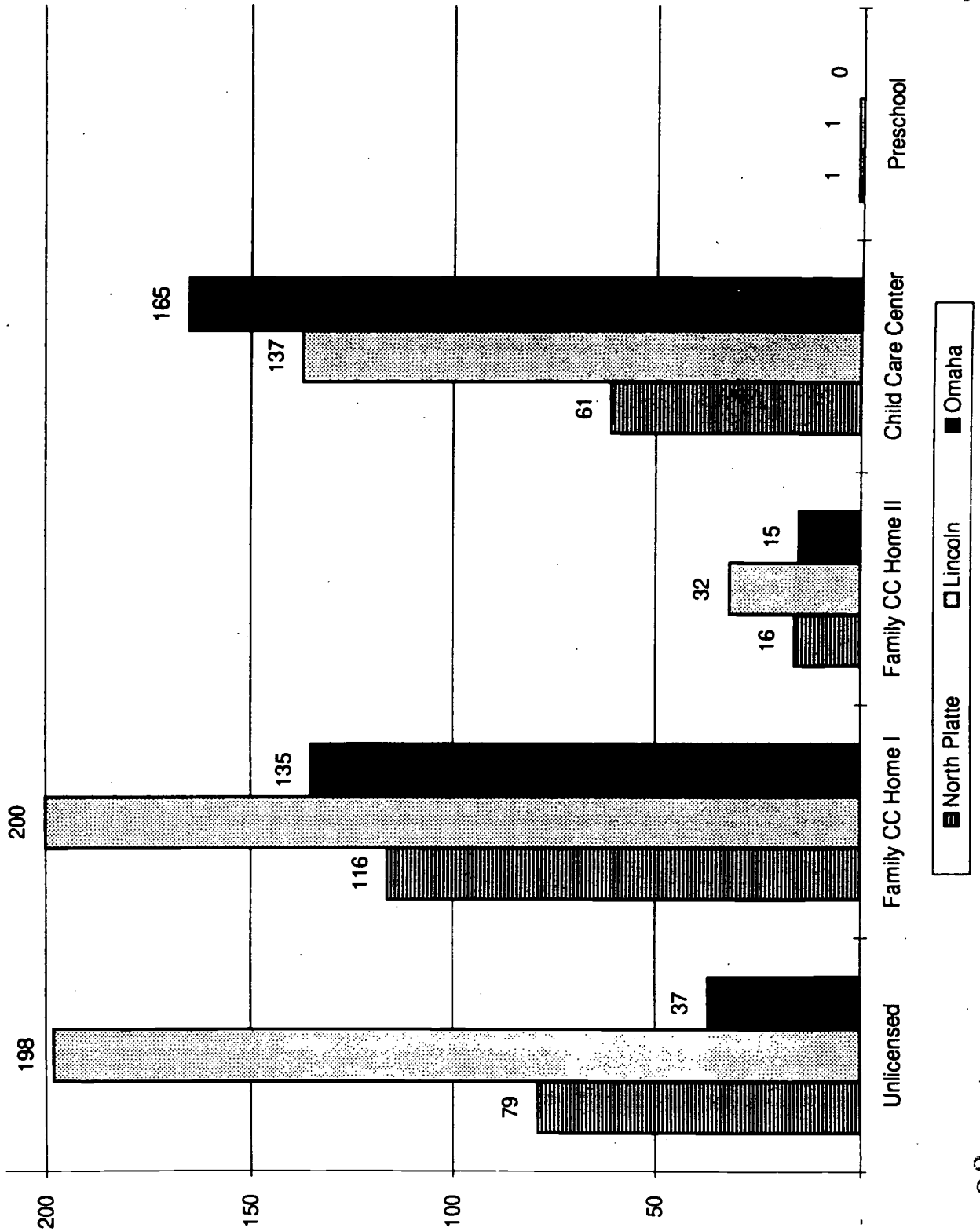


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COMPLAINTS INVESTIGATED 7-1-95 TO 7-1-95



STATE OF NEBRASKA

NDSS Appendix D

DEPARTMENT OF SOCIAL SERVICES
Donald S. Leuenberger
Director



CHILD CARE GRANT FUND STATISTICAL REVIEW January 1995

E. Benjamin Nelson
Governor

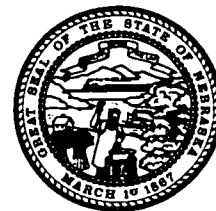
	Applications Received	Money Requested	Number Awarded	Money Awarded	Percent Awarded
Distict 1					
Centers	4	\$ 38,895.00	3	\$ 23,617.00	23%
Homes	7	\$ 33,956.00	3	\$ 5,646.00	23%
Total	11	\$ 67,851.00	6	\$ 29,263.00	46%
District 2					
Centers	7	\$ 63,268.00	1	\$ 9,970.00	8%
Homes	3	\$ 21,161.00	1	\$ 3,729.00	8%
Total	10	\$ 84,429.00	2	\$ 13,699.00	16%
District 3					
Centers	8	\$ 66,732.00,	4	\$ 34,877.00	31%
Homes	2	\$ 9,390.00	1	\$ 5,615.00	8%
Total	10	\$ 76,122.00	5	\$ 40,492.00	38%
Statewide					
Centers	19	\$163,895.00	8	\$ 68,464.00	62%
Homes	12	\$ 64,507.00	5	\$ 14,990.00	38%
Total	31	\$228,402.00	13	\$ 83,454.00	100%

STATE OF NEBRASKA

DEPARTMENT OF SOCIAL SERVICES

Donald S. Leuenberger

Director



CHILD CARE GRANT FUND STATISTICAL REVIEW July 1994

E. Benjamin Nelson
Governor

	Applications Received	Money Requested	Number Awarded	Money Awarded	Percent Awarded
District 1					
Centers	5	\$ 41,655.73	2	\$ 7,063.00	14%
Homes	8	\$ 58,541.82	3	\$11,676.00	14%
Total	13	\$100,197.55	5	\$18,739.00	36%
District 2					
Centers	5	\$ 44,869.00	2	\$ 12,058.00	14%
Homes	10	\$ 64,240.41	2	\$ 5,231.00	14%
Total	15	\$109,109.41	4	\$17,289.00	29%
District 3					
Centers	8	\$ 77,213.44	4	\$22,159.00	29%
Homes	8	\$ 49,278.80	1	\$ 2,100.00	7%
Total	16	\$126,492.24	5	\$ 24,259.00	36%
Statewide					
Centers	18	\$163,738.19	8	\$ 41,280.00	57%
Homes	26	\$162,061.03	6	\$ 19,007.00	43%
Total	44	\$325,799.22	14	\$ 60,287.00	100%

STATE OF NEBRASKA

DEPARTMENT OF SOCIAL SERVICES
Donald S. Leuenberger
Director



E. Benjamin Nelson
Governor

CHILD CARE GRANT AWARDS JANUARY 1995

	HOMES	CENTERS	TOTAL
CD 1	(3) \$ 5,646.00	(3) \$ 23,617.00	(6) \$ 29,263.00
CD 2	(1) \$ 3,729.00	(1) \$ 9,970.00	(2) \$ 13,699.00
CD 3	(1) \$ 5,615.00	(4) \$ 34,877.00	(5) \$ 40,492.00
TOTAL	(5) \$ 14,990.00	(8) \$ 68,464.00	(13) \$ 83,454.00

APPLICANT	AWARD	DESCRIPTION
BUTTONS & BOWS Jane Joyce 1208 21st St. Sidney, NE 69162 CD 3, Center	\$ 8,255.00	New Program Flooring, alarm system equipment
DAILY, ADA 2809 Hamilton Omaha, NE 68131 CD 2, Home	\$ 3,729.00	License Requirement 2nd exit, emergency lighting fire alarm system
DESTINY HOUSE Norlyn Raisch 3101 "C" Street Lincoln, NE 68510 CD 1, Center	\$ 5088.00	New Program Fire alarm system equipment
DURAND, LUREE 2100 Benton Street Lincoln, NE 68521 CD 1, Home	\$ 1154.00	New Program Equipment, insurance rider utilities
GOODRICH, HELEN P.O. Box 164, 300 C North Loup, NE 68859 CD 3, Home	\$ 5615.00	Special Program Handicapped accessible ramps Equipment

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TDD/TT (Telephone for the Hearing Impaired) (402) 471-9570 TDD/TT

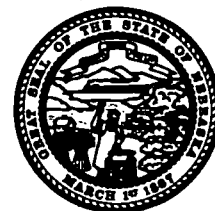
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GROW, LEARN & PLAY Don Kahler 504 West 10th St. Grand Island, NE 68802 CD 3, Center	\$ 7,025.00	New Program Doors, flooring handicapped accessibility, dishwasher, sink
HUSCHKA, JUDY 2630 "D" Street Martell, NE 68404 CD 1, Home	\$ 2,628.00	License Requirement Furnace enclosed, walk out door, smoke alarms
KRAYON CAMPUS Patricia Stolzer 6001 Normal Boulevard Lincoln, NE 68506 CD 1, Center	\$ 9,420.00	License Requirement Parking lot Lavatories
LIL COWPOKES Norma Jean Cejauskas P.O. Box 2536 Grand Island, NE 68802-2336 CD 3, Center	\$ 9,797.00	New Program Parking lot, dishwasher
LITTLE LAMBS CHILD CARE Sheryl Godsey 4408 Capitol Ave. Omaha, NE 68131 CD 2, Center	\$ 9,970.00	License Requirement Parking lot, emergency exit, fire alarm system, inside stairway
LOTS TO LEARN Joanie Wirges Route 1, Box 93 Petersburg, NE 68652 CD 3, Center	\$ 9800.00	New Program Fire alarm, fence, electrical work,
YWCA of Lincoln Cathy Kushner 1432 "N" St. Lincoln, NE 68508 CD 1, Center	\$ 9,109.00	New Program Equipment
ZIGGAFOOS, Angela 3421 Gregory Court Lincoln, Ne 68521 CD 1, Home	\$ 1,864.00	New Program Equipment Fence, Door

STATE OF NEBRASKA

DEPARTMENT OF SOCIAL SERVICES
Donald S. Leuenberger
Director



CHILD CARE GRANT AWARDS JULY 1994

E. Benjamin Nelson
Governor

	HOMES	CENTERS	TOTAL
CD 1	(3) \$ 11,676.00	(2) \$ 7,063.00	(5) \$ 18,739.00
CD 2	(2) \$ 5,231.00	(2) \$ 12,058.00	(4) \$ 17,289.00
CD 3	(1) \$ 2,100.00	(4) \$ 22,159.00	(4) \$ 24,259.00
TOTAL	(6) \$ 19,007.00	(8) \$ 41,280.00	(14) \$ 60,287.00

APPLICANT	AWARD	DESCRIPTION
BOUMA, Ann 5831 Sunrise Rd. Lincoln, NE 68510 CD 1, Home	\$ 1,605.00	New program Start-up costs Exit from living room
CHILD DEVELOPMENT POOH CORNER Patricia Wissing 621 N. Lincoln Hastings, NE 68901 CD 3, Center	\$ 9,265.00	Licensed Provider License Requirement Sprinkler system, pipe
COMMUNITY COVENANT CHILD CARE CENTER Martha Freeman 15770 "Q" St. Omaha, NE 68135 CD 2, Center	\$ 4,255.00	New Program Start-up Costs Smoke detectors, fence, FCIA, emergency lights, salaries, insurance, rest room materials, plumbing
COOPER, Cindy Route 1, Box 2A Gibbon, NE 68840 CD 3, Center	\$ 2,974.00	New Program Start-up costs Fire alarm, sink, toilet, deposits, dishwasher, refrigerator, range

CUBBY CARE CAMPUS Tracie Pettit Singer 500 West 13th Street South Sioux City, NE 68776 CD 1, Center	\$ 3,212.00	Licensed Provider Adding School-aged Program Electrical work, refrigerator equipment
GINGERBREAD HOUSE Penni Cortney 324 Spruce St. Chadron, NE 69337 CD 3, Center	\$ 4,959.00	Licensed Provider Expanding from Group to Center Fire alarm, floor covering fence
LITTLE KINGDOM CHILDREN'S CENTER INC. Kathy Espegard 5100 Old Cheney Road Lincoln, NE 68516 CD 1, Center	\$ 3,851.00	New Program Start-up Costs Cribs, strollers, high chairs
MUNDHENKE, Darla 125 E. Clay St., Box 462 O'Neill, NE 68763 CD 3, Home	\$ 2,100.00	Licensed Provider License Requirement Electrical inspection, fence
NEAT KIDS CARE Janet Neaterous 1022 West 6th Grand Island, NE 68801 CD 3, Center	\$ 4961.00	New Program Start-up Costs furnace doors, locks, linoleum, fire alarm, emergency lighting fence
PILGER PLAYHOUSE Gayle Lampman 205 S. Monroe Pilger, NE 68768 CD 1, Home	\$ 5,979.00	Licensed Provider Expanding to Child Care Home II linoleum, window, equipment, wall barrier, fence
PRIDE & JOY DAY CARE Ellen Carter 5501 North 35 St. Omaha, NE 68111 CD 2, Center	\$ 7,803.00	New Program Start-up costs Fire alarm, exit lights, window, floor repair, equipment, toilet paint, dishwasher
SUTTON, Lisa 1606 Madison Circle Papillion, NE 68128 CD 2, Home	\$ 1,697.00	New Program Start-up costs Equipment, window, labor, insurance

VAN LEAR, Penny
4321 Greenwood St.
Lincoln, NE 68504
CD 1, Home

\$ 4,092.00

New Program
Start-up costs
Equipment, self closing door,
toilet, door locks,

WHITE, Felicia
10019 South 10 St.
Omaha, NE 68123
CD 2, Home

\$ 3,534.00

Licensed Provider
Expanding to Child Care Home II
Equipment, linoleum, fence

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STATE OF NEBRASKA

DEPARTMENT OF SOCIAL SERVICES

Mary Dean Harvey

Director



E. Benjamin Nelson
Governor

EMERGENCY MINI-GRANT AWARDS

August 1994-December 1994

Adams, Jody
1520 "H" St.
Auburn, NE 68305
10-94, \$ 1000.00
CD 1, Home, Electrical wiring

Aden, Deborah
835 3rd St.
Syracuse, NE 68446
9-94 \$ 430.00
CD 1, Home, Fence

Anderon, Gayle
13107 Lillian
Omaha, NE 68138
12-94, \$ 734.00
CD 2, Home, Fence

Barr, Patricia
1640 15th St.
Gering, NE 69341
11-94, \$ 1551.00
CD 3, Center, Fire alarm

Bohlen, Barbara
717 Briggs
Hastings, NE 68901
9-94 \$ 978.00
CD 3, Home, Lead abatement

Brethouwer, JoAnn
5919 South 52nd Street Court
Lincoln, NE 68516-3250
10-94, \$ 790.00
CD 1, Home, 2nd Exit

Brown, Sharon
215 North 9th St.
Beatrice, NE 68310
9-94, \$ 470.00
CD 1, Home, Electrical wiring

Buck, Christine
Route 1, Box 49A
McCook, NE 69001
8-94 \$ 732.00
CD 3, Home, Fence

Carlson, Kim
301 Est 5th St.
Stromsburg, NE 68666
10-94, \$ 538.00
CD 3, Home, Lead abatement

Cooks, Linda
4208 Saratoga Street
Omaha, NE 68111
9-94, \$ 600.00
CD 2, Home, Lead abatement

Devlin, Kathy
224 E. 23rd Street
Kearney, NE 68847
12-94, \$ 517.00
CD 3, Home, Fence

Ewing, Stacy
2881 Cory St.
Omaha, NE 68111
12-94, \$ 800.00
CD 2, Home, Fence

Grassia, Jackie
603 West 1st
McCook, NE 69001
8-94, \$ 785.00
CD 3, Home, Fence

Hall, Kerri
Rt. 2, Box 109
Oxford, NE 68967
12-94, \$ 628.00
CD 3, Home, Fence

Harris, Brenda
5317 North 35 St.
Omaha, NE 68111
8-94, \$ 311.00
CD 2, Home, Fence

Hickerson, Hellicia
3075 Arcadia Ave.
Omaha, NE 68111
11-94 \$ 648.00
CD 2, Home, Fence

Huber, Christing
1118 Maple St.
Fairbury, NE 68352
8-94, \$ 228.00
CD 1, Home, Electrical wiring

Jurgens, Diana
622 W. Mary
Beatrice, NE 68310
8-94, \$ 537.00
CD 1, Home, Fence

Krause, Josie
420 Church St.
Chester, NE 68327
12-94, \$ 1220.00
CD 1, Home, Flooring, water
heater accessibility, wiring, fence

Lakeview Methodist Day Care
Janneen Johnson
P.O. Box 81311
Lincoln, NE 68501-1311
12-94, \$ 870.00
CD 1, Center, Smoke detectors

Lowndes, Deborah
16206 Orchard Circle
Omaha, NE 68135
8-94, \$ 628.00
CD 2, Home, Fence

Marquez, Leonora
950 Main St.
Bayard, NE 69334
10-94, \$ 634.00
CD 3, Home, Fence

Marvin, Kathy
540 E. 7th Street
Ainsworth, NE 69210-1110
12-94, \$ 684.00
CD 3, Home, 2nd exit window

Mustoe, Jacqueline
5645 Ohio St.
Omaha, NE 68104
10-94, \$ 599.00
CD 2, Home, Self closing doors

Noer, Jan
838 North Lexington
Hastings, NE 68901
11-94, \$ 1583.00
CD 3, Home, Fence

Overby, Diane
17010 P Street
Omaha, NE 68135
10-94, \$ 636.00
CD 2, Home, Fence

Palik, Kristi
876 3rd St.
David City, NE 68632
9-94, \$ 387.00
CD 1, Home, Fence

Petet, Sheril
2407 "O" St.
Auburn, NE 68305
12-94, \$ 534.00
CD 1, Home, Wiring

Phroper, Gail
P.O. Box 203
Hallam, NE 68368
9-94, \$ 1818.00
CD 1, Home, Electrical wiring

Richardson, Christy
2421 Lamar Ave.
Grand Island, NE 68803
12-94, \$ 2000.00
CD 3, Home, 2nd exit

Sheridan Child Development Center
Mary Planz
3700 Sheridan Blvd.
Lincoln, NE 68506
11-94, \$ 670.00
CD 1, Center, Fence

Sievers, Margaret
4525 North 70th St.
Lincoln, NE 68507
8-94, \$ 486.00
CD 1, Home, Fence

Smelser, Shirley
127 Kirby Avenue
Bellevue, NE 68005
10-94, \$ 615.00
CD 1, Home, Fence

Smock, Lisa
2461 South 18th St.
Omaha, NE 68108
10-94, \$ 1030.00
CD 2, Home, Linoleum

Sunshine Corner
Shelia Parks
1208 Avenue "L"
Scottsbluff, NE 69361
9-94, \$ 2000.00
CD 3, Center, Linoleum

Thao, Julie
1602 Military Ave. Apt. #2
Omaha, NE 68111
10-94, \$ 715.00
CD 2, Home, Doors

Thompson, Cynthia
720 West Marengo
Albion, NE 68620
12-94, \$ 800.00
CD 3, Home, Electrical work

Tielke, Kristi
1016 East State St.
Atkinson, NE 68713
8-94, \$ 515.00
CD 3, Home, Fence

Walker, Cynthia
1106 N. Taylor St.
Lexington, NE 68850
12-94, \$ 800.00
CD 3, Home, Fence

Wehrli, Diane
1840 Sunrise Dr.
Blair, NE 68008
8-94, \$ 760.00
CD 1, Home, Fence

STATE OF NEBRASKA

DEPARTMENT OF SOCIAL SERVICES

Mary Dean Harvey
Director



E. Benjamin Nelson
Governor

EMERGENCY MINI-GRANT AWARDS

February 1995-June 1995

Bonnell, Mary
10069 Ohio St.
Omaha, NE 68134
2-95, \$ 1019.00
CD 2, Home, Fence, doors, locks

Clark, Ann
315 North Center
Clay Center, NE 68933
5-95 \$ 783.00
CD 3, Home, Fence, storm door

Cunningham, Ellen
Rt.2, Box 188
Lexington, NE 68850-5624
4-95, \$ 624.00
CD 3, Home, Fence

Hanzlicek, Ellen
R.R. 2, Box 82
DuBois, NE 68345
5-95, \$ 842.00
CD 1, Home, Fence, wiring

Heartstrings Daycare
Sharon Allerheiligen
612 Grant St
Holdrege, NE 68949
5-95, \$ 2000.00
CD 3, Home, Fire alarm, fence

Kastler, Vicki
3700 Cornhusker, Lot 115H
Lincoln, NE 68504
3-95, \$ 691.00
CD 1, Home, Fence, emergency lighting

Kroenke, Susan
P.O. Box 456, 422 Chippewa Dr.
Gretna, NE 68028
5-95, \$ 1118.00
CD 2, Home, Fence, Furnance barrier

Lipinski, Jan
1405 W. 10th St.
North Platte, NE 69101
5-95, \$ 695.00
CD 3, Home, Fence

McGrath, Lynn
R.R. 1, Box 75
Cedar Bluffs, NE 68015
2-95, \$ 415.00
CD 1, Home, Fence

Milan, Shari
1930 N. Main St.
Fremont, NE 68025
4-95, \$ 771.00
CD 1, Home, Fence

Newill, Christy
1205 Edearl
Fremont, NE 68025
2-95, \$ 245.00
CD 1, Home, Wall around
furnance

O'Neal, Milagros
1727 5th Ave.
Scottsbluff, NE 69361
4-95, \$ 800.00
CD 3, Home, Fence

Ostdiek, Linda
P.O. Box 298
Lawrence, NE 68957
5-95, \$ 756.00
CD 3, Home, Fence, Door closure

Perry, Patty
3204 "W" St.
Lincoln, NE 68503
3-95, \$ 1428.00
CD 1, Home, Flooring

Petersen, Lori
516 Maple Street
Louisville, NE 68037
4-95, \$ 637.00
CD 1, Home, Fence

Post, Lori
313 Prarie Road
Plattsmouth, NE 68048
4-95, \$ 685.00
CD 1, Home, Fence

Radar, Laura
740 Applewood Drive
Eagle, NE 68347
2-95, \$ 848.00
CD 1, Home, Flooring

Rafe, Denise
5098 South 159th Circle
Omaha, NE 68135-1015
5-95, \$ 735.00
CD 2, Home, Fence

Rich, Diane
P.O. Box 225
Cambridge, NE 69022
3-95, \$ 1195.00
CD 3, Fence, doors

Riddle, Melinda
2516 S. 20th Ave.
Omaha, NE 68108
5-95 \$ 1690.00
CD 2, Bathroom modifications

Riener, Shirley
302 Country Ave., Route #1
Palisade, NE 69040
5-95, \$ 1119.00
CD 3, 2nd exit

Sager, Tracy
404 High St.
Beatrice, NE 68310
5-95, \$ 790.00
CD 1, Fence

Shepherd, Patricia
310 S. Pine St.
Valley, NE 68064
5-95, \$ 941.00
CD 2, Fence

Smith, Debra
Box 541
Fullerton, NE 68638
5-95 \$ 1270.00
CD 3, Steps, door

Staack, Jacqueline
450 South Monitor
West Point, NE 68788
2-95, \$ 867.00
CD 1, Home, Fence, Electrical wiring

Strong, Janet
Route #1, Box 154 A
Wilcox, NE 68982
4-95, \$ 934.00
CD 3, Home, Water system

Svoboda, Brenda
R.R. #1, BOx 2
McCook, NE 69001
5-95, \$ 802.00
CD 3, Home, 2nd exit window

Taylor, Bea Anne
717 North Main St.
Gordon, NE 69343
5-95, \$ 468.00
CD 3, Home, Fence

Weber, Raylene
104 North 15th St.
Plattsmouth, NE 68048-1520
5-95, \$ 500.00
CD 1, Home, Equipment

Winnebago Reformed Church Child Care
Winona Earth
P.O. Box JJ
Winnebago, NE 68071
4-95, \$ 1637.00
CD 1, Center, Fence, fire alarm

Werth, Michelle
Cuddly Kids Clubhouse
2024 South 18th St.
Lincoln, NE 68502

Woods, Eileen
1032 West Nance
Lincoln, NE 68521
2-95, \$ 476.00
CD 1, Home, Fence

Theis, Rhonda
107 North Cedar St.
Ainsworth, NE 69210
3-95, \$ 842.00
CD 3, Home, 2nd exit

Waller, Gail
Route 2, Box 120
Crete, NE 68333
4-95, \$ 630.00
CD 1, Home, Fence

Waltman, Patti
3409 West "A"
North Platte, NE 69101
4-95, \$ 725.00
CD 3, Home, Fence

NDSS Appendix F

Example of Kaleidoscope Newsletter

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Kaleidoscope

Vol. 4, No. 1

Nebraska's Early Care and Education Newsletter

Spring 1996

Provider's Day Out



The annual "Provider's Day Out" Conference, sponsored by the Nebraska Family Child Care Association (NFCCA), will be held March 22 and 23, 1996 at the New World Inn in Columbus, Nebraska. Family child care providers, preschools, child care centers, foster parents, parents and representatives from all organizations who serve children are invited to attend. This conference is an opportunity to obtain in-service credit and to network with community contacts throughout the state.

The featured speaker Friday evening, March 22, is Cyndy Jurgens, Wellness Consultant and Educator. The topic is, "Never Underestimate the Power of Laughter." The Keynote speaker on Saturday, March 23, is Allan M. Gonsher, nationally recognized trainer and speaker on children's issues. The topic is, "In Our Hands Now, In Our Hearts Forever." On Saturday, March 23, four workshop sessions (8 workshops each) are scheduled. A total of six clock hours of in-service credit can be earned by attending the full conference.

This conference is held each March to recognize child care providers for their contribution to the families and communities they serve. The conference location varies from year to year. Each year, awards are given in three categories, "Provider of the Year," "Advocate of the Year," and the "Founder's Award."

"Provider of the Year" is awarded to an NFCCA member based on letters of nomination from the provider's client parents, other providers, friends, and family. Judging, by a panel outside the association, is based on services which go beyond the norm in terms of quality, friendship, caring nature, and support.

The "Advocate of the Year" recipient is a person or group not directly involved in caring for children, but who has championed the cause of family child care providers, children, or the profession in general. Selection is by vote of the Board.

The "Founder's Award" is so named to honor those dedicated persons who worked so hard for so long to make NFCCA a reality. This award recognizes an NFCCA member who is currently providing care, but who has gone beyond home to advocate for children and the profession at the local, state, or national level.

Nebraska Family Child Care Association promotes quality child care, provider support services such as conferences and newsletters to increase communication among providers, and reduce the feeling of frustration and isolation in the workplace. NFCCA works to increase public awareness of the importance of family child care, and assists policy makers in understanding the needs of providers, parents, and children. Membership is open to anyone interested in Family Child Care and child care issues. Dues are \$15.00 per year.

Anyone interested in more information about "Provider's Day Out" Conference or the Nebraska Family Child Care Association, please call the toll free WARMLINE, 1-800-642-6481 or write to: Nebraska Family Child Care Association, P.O. Box 83356, Lincoln, NE 68501.

Thank you Sharon Novak, President, Lynn Mruz, Conference Committee Chair



Guidance that Works: Work that Guides

Effectively managing and guiding children's behaviors is one of the most important and challenging tasks of early childhood professionals. In an ideal world, solutions to children's misbehavior may be found in simple techniques or elaborate theoretical explanations. In the real, every day lives of adults and the children entrusted to their care, however, behavior is the complex result of children's developmental level, cumulative life experiences, and circumstances within the immediate environment. Throughout the coming year, this column will utilize information from *Positive Child Guidance* (Delmar Publishers, 1996) by Darla Ferris Miller, to explore underlying causes of problem behavior, techniques for resolving misbehavior in positive ways, guidelines for effective discipline, and strategies for dealing with typically disruptive and difficult behaviors in group settings.

Cause I Said So!

It is useful for adults to understand the underlying causes of problem behavior, so that solutions may be directed at changing children's undesirable actions in both the short-and long-term. Knowing why misbehavior occurs helps us to decide what to do and how to do it best for each child and for ourselves as teachers and providers. This also allows us to develop ways to help children before they become out of control or get themselves into serious difficulty. It sets the stage for developing strategies for resolving behaviors in realistic ways.

Miller (1996) has identified several typical causes of misbehavior in preschool children. See if you recognize any of these in the children you work with.

• Inappropriate Expectations

Misbehavior is ripe to surface when there is a mismatch between what a young child is developmentally capable of doing and what the adult is requiring. Young children think and process information differently than adults. Typically, they have less skill in understanding cause and effect, in controlling their impulses and feelings, and in taking the perspective of others. They might not easily (or not at all) be able to understand the effects of their actions on others, even when such actions have been enraging. Young children may not be able to sit for long periods of time, to refrain from responding out of turn, or judge why telling an adult she is too fluffy and fat might be hurtful. Inappropriate expectations occur less in settings where adults have a working understanding of the developmental characteristics of the age of children with whom they work and a special insight into the individual differences and needs of each child. No wonder working with and teaching young children is such an important and difficult job!

• Immature Self-Control

The development of self-control is an ongoing task for everyone. Immature self-control causes misbehavior when children are simply unable to control their impulses. It is not as if such children get up in the morning and plan to drive adults crazy with their antics, but rather it is the result of a little body that has not yet mastered the ability to sit still, be quiet, or follow the rules well. Self-control is gained in small (sometimes painful for adults) steps as children learn to master the rules of living successful in environments where others also have needs and where rules must be learned and followed. Adults help children best when they set small reasonable goals for children, reward their successes, and humanely help them deal with the consequences of their failures.

• Gleeful Abandon, Group Contagion

Each of us who has worked with young children can recount a time (or two!) when children's behavior reached a frenzied peak and then went out of control. Because such behavior evolves from playful, joyful interaction, the point of no control may surprise everyone in a setting (adults and children alike) and may evoke a range of conflicting feelings: joy, panic, even anger. Miller suggests that group contagion is best dealt with by adults who recognize that such behavior is not a personal affront, but rather a collective sharing of energy and enthusiasm. Activity level can be diminished in stages by separating children, using calming voice tones and phrases, and even by changing the physical environment (e.g., turning down the lights or playing soft music) rather than by angrily demanding an immediate end to an activity.

Guidance that Works: Work that Guides (Continued)

• **Boredom, especially when coupled with minimal supervision, is one of the most predictable causes of**

misbehavior (Miller). Young children, left to their own devices, will find something to do - and it may not be something adults ever thought of! Misbehavior due to boredom can be avoided when adults realistically assess what children are capable of and like to do and plan accordingly. This does not mean that everything should grind to a halt when a single child is caught in a bored moment, but rather that the overall level of boredom observed in an acting-out child should be considered. It should not be regarded as an adult failure when children are bored, only an adult challenge. Replacing boredom with stimulating, developmentally appropriate activities and opportunities may be one of the easiest ways to offset children's misbehavior in a group setting.

• **Fatigue or Discomfort**

When working in an early childhood program, I once had a teacher bring a misbehaving child to my office and exclaim: "I give up...YOU take her." It was difficult for me to decide who looked the most tired - the teacher or the child. Sitting on my lap, I asked the child what had happened and she told me in a most serious four-year-old way: "You know Pauline, my hair hurts today." Caring for and teaching young children is a very demanding job; it is also a very demanding responsibility for children. Despite the hours of sleep, the number of errands run after being in a home or center, children must face the "masses" each day and negotiate a wide and complex variety of stimuli. And most of the time, adults and children don't physically crash at exactly the same moment: fatigue is interspersed and redistributed constantly. But there are those moments when everyone is tired and out of sorts and left with little or no reserve for coping - there are those moments when EVERYONE'S HAIR HURTS! Adults avoid behavior from fatigue when they monitor everyone closely (including themselves) and anticipate the days when overload is most likely to occur. Specific activities to soothe and calm can be employed on such bad hair days.

• **Desire for Recognition**

Miller (1996) suggests that all children need to feel a sense of belonging and a sense that they are wanted and needed. When children do not feel this, they may engage in a variety of acting out behaviors to gain attention - any kind of attention. Cooperation and adherence to rules are less likely to occur if children do not feel as if they are part of the group. An important key in understanding this underlying cause of misbehavior is the identification of the child's perception. Sometimes well-intentioned adults (who may be torn in 1001 directions) are not even aware that a child has not developed a sense of belonging in a home or center. In this instance, it is helpful to stop, look, and listen to the world the child is experiencing on a day-to-day basis and to identify the specific ways in which he or she is or is not being accepted and recognized as valuable. If these ways are not readily apparent, changes may need to be made. On rare occasions, there are those children that strike a special psychological nerve. Such children may not easily be discussed. Rather, they may be identified as the acting out, dropping out, or misbehaving members of a group. Adults have a difficult but ethical responsibility to think seriously about how ALL children will be recognized and valued in a group setting.

And Finally...

These are a few of the sources of underlying causes of misbehavior identified by Miller. It is also important to remember that no one knows more about children than you and their parent or parents. Together you become one of the most important repositories of information about any given child. Together, day in and day out, you work as a team to care for and teach their children. Don't overlook parents as a source of information for learning about and solving children's problems. And don't underestimate yourself or what you have to offer in the process!

Reference: Positive Guidance by Darla Ferris Miller, Albany, NY; Delmar Publishing

Thank you Pauline Davey Zeece, Ph.D., University of Nebraska-Lincoln

The ABC's of Immunization

The Importance of Immunizations

For their health and protection, children need immunizations for ten childhood diseases before they reach their second birthday. This keeps them from catching some nasty and possibly life-threatening diseases that could easily be prevented. At birth, babies get temporary immunity from their mothers but that doesn't last long. To protect children permanently, parents need to follow and complete the regular childhood schedule of immunizations.

These are the serious childhood diseases that can be prevented by getting shots:

- | | | | |
|--|-----------|--------------|---------------|
| • Polio | • Measles | • Diphtheria | • Mumps |
| • Tetanus | • Rubella | • Pertussis | • Hepatitis B |
| • Haemophilus influenza type b (Hib) a meningitis) | | | • Chickenpox |

A two-year-old child is considered fully immunized when s/he has received four doses of DTP, three doses of OPV, and one dose of MMR. The goal is to have 90% of the two-year-olds fully immunized by 1996. The 1995 Center for Disease Control assessment shows that 72% of Nebraska's children are currently fully immunized at two years.

Catching a disease can also lead to other problems and side effects, such as deafness, blindness, mental retardation, paralysis - and even death. Each disease is very contagious and can spread quickly when children are in close contact. For example, measles is so contagious that doctors will close an examining room for up to two hours before seeing another patient if they have had a measles sufferer in it.

All immunizations except oral polio are given as a shot. They are usually given in the largest muscle of the thigh or the arm. A child can get more than one shot during a visit, but a different site is used for each injection. Immunizations can be given unless the child is really sick.

Adverse Reactions

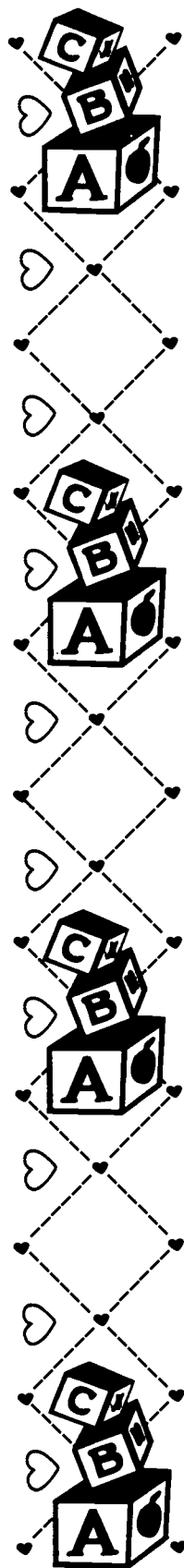
The vaccines used today are safe and effective. The injection site may get a little red and hurt for a short time or the child may have some minor fussiness that a non-aspirin product will help. If the fussiness becomes more severe, the parents should contact a doctor. Few children have severe reactions to vaccines, but all allergic reactions should be handled immediately.

Importance of Immunization Records

Each child should have an immunization record of his/her own and should take it each time s/he visits the doctor or the clinic. For shots to be most useful, they need to be given at specific times as the child grows. The immunization records provide the doctors and nurses the information they need in order to decide which shots to give at that time. If there is no official record of immunizations, they will have to start the series of shots over again. A parent's verbal assurance that the child had the immunization is not enough. The State of Nebraska requires proof of immunization to attend licensed child care programs and to attend school.

There are doctors' offices and clinics throughout Nebraska where immunizations are available. Clinics have arranged office hours to accommodate working parents and no child will be turned away for lack of payment. For information about public clinics, call (402) 471-2937.

Thank you Barbara L. Ludwig, Immunization Action Plan Co-Ordinator, NE Department of Health



Financial Assistance is Available for Programs Seeking Accreditation

The Accreditation Enhancement Project gives center-, home-, and school-based early childhood care and educa-

tion programs the opportunity to apply for funds to help with the costs of seeking national accreditation through the National Association for Family Child Care or the National Association for the Education of Young Children.



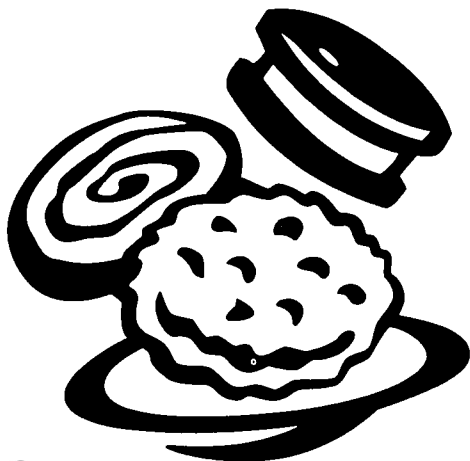
The Office of Early Childhood Care and Education accepts applications on a year round basis. Each application will be reviewed by Department of Education staff. Approved applications will be forwarded to either the Nebraska Family Child Care Association or the Nebraska Association for the Education of Young Children. These organizations will forward fees to the national organization and arrange for a mentor to work with the applicant program during the accreditation process. To obtain application information, contact: Accreditation Enhancement Project, Office of Early Childhood Care and Education, Nebraska Department of Education, P.O. Box 94987, Lincoln, NE 68509-4987, (402) 471-3184.

Child Care Provider Support Groups

If you are a newly formed support group and would like to be on the Department of Social Services' list of support groups to receive information, please contact the Department at (402) 471-9676. The Department will share the update with the Early Childhood Training Center.

If you are interested in locating a support group in your area, you can contact the Early Childhood Training Center, 1-800-89-CHILD. The Training Center will be able to tell you if there is a child care provider support group in your area.

Banana Oatmeal Cookies



3/4 cup shortening
1 cup brown sugar
1 egg beaten
1 1/2 cups flour
1/ tsp. soda

1 tsp. salt
1 tsp cinnamon
1/4 tsp. nutmeg
1 cup mashed banana
1 3/4 cups oatmeal, uncooked

Cream shortening with sugar and then add the egg and mix well. Mix flour, soda, salt, cinnamon and nutmeg together and add to creamed mixture and blend till smooth. Add mashed banana and oatmeal next. Blend. Drop by teaspoonfuls onto a greased sheet and bake at 400 degrees for 10-12 minutes.

Information Line Questions and Answers

This newsletter's questions are all related to safety issues. Your questions always show your great concern for the emotional and physical health and safety of our children. I am always happy to pass on any information that may help you to guide and protect them.



Question: *I plan to buy some new toys for my infant/toddlers and I am not sure that I know how to tell if something is too small for them. I have seen somewhere something called a "choke tube." Can you tell me how to get one and how to use it?*

The choke tube that I think you are referring to is available from Discovery Toys for \$1.98.

To determine whether an object is classified as a small part/toy, place the object, without compressing, into the cylinder (an empty toilet paper roll is about the same size). If the toy/part fits entirely inside (in any position) and does not protrude over the top edge, it would be considered a "small part" and is potentially dangerous to a child under the age of three. Please remember that although this will help you to identify "small part" classified toys, nothing can take the place of close supervision, common sense and knowledge of toy safety.

Call Discovery Toys at 1-800-426-4777 for purchasing information.



Question: *I understand that there is a way to childproof window cords. Do you have any information about how this is done?*

The U.S. Consumer Product Safety Commission (CPSC) warns that eight to fourteen children die each year after becoming entangled in the loop of a window cord. Many are infants or toddlers whose crib or bed is placed near a window, or who climb up on a chair to look out.

These three easy steps could save a child's life in your home:

- 1. Cut the looped cord of your curtains or blinds and discard the linking tassel.*
- 2. Remove the cords' equalizer buckle, so as to eliminate the second loop.*
- 3. Now you can weight the cord ends with two separate tassels (available at hardware and home-furnishing stores, as well as at windowing-covering retailers). To find a location near you, call the Window Covering Safety Council at (800)506-4636.*

Ask the Information Line 1-800-89CHILD

Do you have a question or concern about the children you care for or about working with their parents? Would you like to talk to someone confidentially about it? You can call the Information Line located at the Early Childhood Training Center in Omaha, Monday through Friday from 8 a.m. to 5 p.m. C.D.T. Providers often feel the need for another opinion, new child development information or would just like to talk to someone that understands what they are trying to do for children and their families. Give us a call.

Information Line Questions and Answers



Question: *Can you tell me where I can get free, quick and easy reading, developmental guidelines for young children to share with my parents? Several of the parents are very young and this is their first child. They look to me for answers and I would like to have something to give them.*

The Nebraska State Department of Education CHILDFIND has a half page card with information for 0-3 years of age. You can call 1-800-742-7594 to request "It's Never Too Early To Ask Questions About Your Baby's Development." Omaha Public Schools (402-557-2360) also has a brochure available called "Developmental Milestones." It provides information about gross/fine motor, cognitive/thinking, speech/language, and social development, 0 to 5 years of age.



Question: *I frequently have infants that seem very frustrated that they cannot get around as they would like. They are not content to lie in a crib or on a blanket or sit in an infant seat or swing and I cannot carry them around all the time as I have other children to care for. I am thinking of getting a walker. Does the Department of Social Services allow them and what should I know before I spend my money?*

Yes, DSS does allow them but does not recommend their use.

Providers often want to ease a baby's frustration at being immobile by putting them in a walker which allows the freedom of movement they are itching for. Before you decide to use a walker, there are two important things to remember about a walker. First, a walker does not grant you freedom of movement - you still have to stay near and supervise closely. Second, according to the U.S. Consumer Product Safety Commission, walkers are the cause of about 2,700 infant injuries annually that require medical treatment, and thousands more that are kissed-and-made-better at home.

If you are going to use a walker, think prevention. After putting a baby in a walker, do not let them out of your sight. Kids in walkers can move like lightening. Remember the baby in the TV commercial!!! Consider, too, limiting the baby's time in the walker to 30 minutes per session. The walker gives a baby an artificial means of mobility, which might make him lazy in achieving mobility on his own.

As soon as the baby can get around some other way (crawling or cruising, for instance), put away the walker. Its purpose was to ease the baby's frustration at being immobile. Keeping him in the walker not only won't help him to walk sooner, but its constant use may cause "walking confusion" because walking in a walker and walking solo require different body movement. The walker does not require learning to balance or learning how to fall, both absolute necessities for walking independently. And traveling in it is, after all, easier, more fruitful, and less risky than those first few unassisted steps will be.

Thank you Mary Jim Quirk, Information Line, Early Childhood Training Center



The Child Care - Library Connection



The winter doldrums are over and you are finally able to send the kids outside to play. Suddenly you remember that you have until the end of May to earn the in-service hours required by Nebraska for licensing. Where do you turn to get some quick hours without having to spend a great deal of money or time inside? The answer may be right in your neighborhood - the public library!!!

If you have not used a library recently, the first thing you will have to do is sign up for a library card. Take the In-Service Documentation for Independent Study sheet found inside your Compliance Manual with you to the library. It

suggests that you can read articles or books, or better yet, check out the video or audio section of the library. After choosing an area of interest, available books and videos will be listed on the computer. In most public libraries, the books and videos are located in the same Dewey decimal number (600's). Videos are checked out for a short time, while books can be kept for weeks. Can you think of a better way to gain the necessary hours than by sitting outside with a book or an audio tape?

Magazine articles can be found on CD roms or by using the Reader's Guide to Periodical Literature. The magazines can be checked out or copies made of the articles. What happens if the magazines or books are not in the library, ask the librarian to Interlibrary Loan the materials for you? This means that they will request the information from another library - it may take time and there may be a charge for this service.

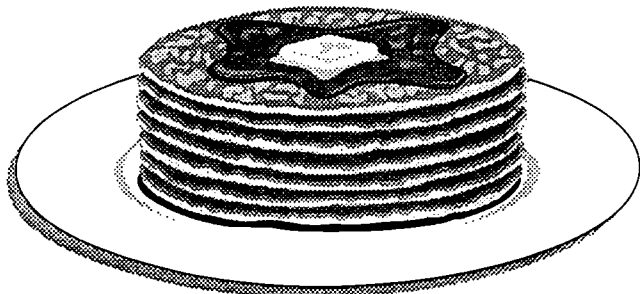
While you are in the library, ask about the children's programs. Most libraries have story times for preschoolers and school-age programs during the summers. The public library may hold a wealth of materials to make your care of children easier.

Thank you Sharon Wiegert, Children's Librarian, Papillion Public Library

Variations for Pancakes and Waffles

To the batter add:

Fresh or frozen drained berries and a little extra sweetening. (If possible let batter sit 1/2 hour when adding fresh berries.)
Chopped raisins and nuts.
Grated orange rind.
Finely diced ham, bacon bits, etc.



AND/OR

Cut the pancakes into shapes.
Put smiley faces on pancakes or waffle.

Suggested toppings for pancakes and waffles:

Cinnamon and sugar/honey mixed.
Peanut butter and jelly/honey
Sweetened applesauce mixed with sour cream or yogurt.
Canned or fresh fruits.

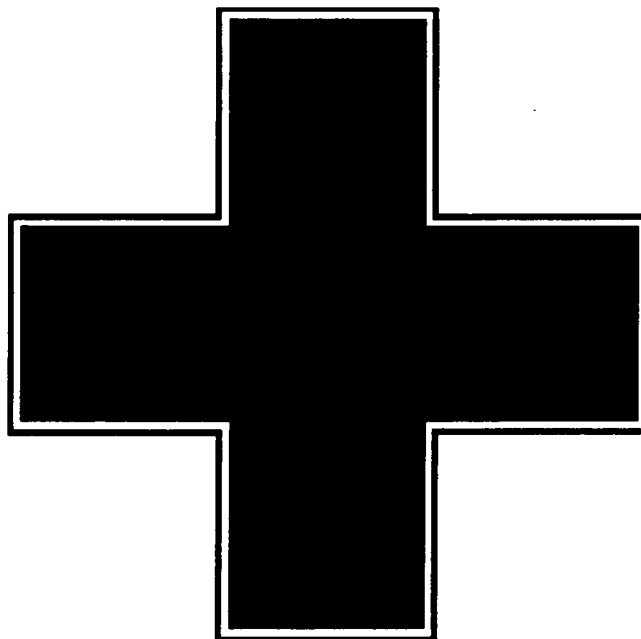
First Aid Training

There are numerous training opportunities available to meet the individual needs of child care providers. First Aid and Cardiopulmonary Resuscitation (C.P.R.) Training are no exception. First Aid and C.P.R. serve as the foundation for all training required for licensed child care providers and, with that comes several combinations of courses, many of which may list only a title, with no details. Such is a case recently brought to the attention of our staff.

Many First Aid Trainings include prevention but should include skills for dealing with an accident or injury after it has occurred.

There are many definitions, descriptions, and purposes currently in use for First Aid such as: "Aid rendered to an ill or injured person until medical help arrives," "immediate care given to a person who has been injured or has suddenly taken ill," and "training to overcome any reluctance to act in emergency situations and to recognize and care for life threatening emergencies such as respiratory or cardiac problems, sudden illness, and injury." When searching for

such training, request a course description or list of skills/topics to be covered. Recommended topics include management of poisonings, control of bleeding, heat and cold emergencies, bites, burns, broken bones, and sprains.



Due to confusion over what First Aid Training should include - Providers are advised to seek training that includes a majority of these listed skills. Those who have recently participated in classes that did not include these topics will not be required to retake the training.

Remember - C.P.R. training must be approved by one of the following: American Heart Association; American Red Cross; or National Safety Council. First Aid Training can be provided by any health professional.

Our goal is to save you valuable time in selecting training that will not only meet licensing requirements, but also meet your individual needs as a child care provider.

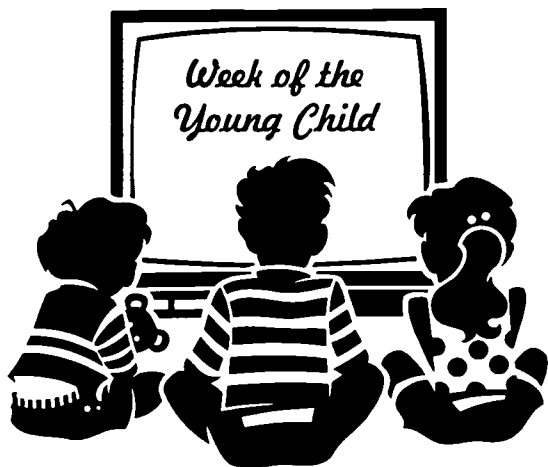
Thank you Rene Tiedt, Child Care Resource Specialist

1996 Legislation Effecting Child Care

LB 970. Proposed by Senators Janssen and Schmek. This bill would require all child care facilities to pay an additional \$25 inspection fee at initial and \$50 inspection fee at renewal licensing periods. The bill also requires all child care facilities to have visits by the Department of Social Services every 180 days. The bill also would allow the Department to impose civil penalties ranging from \$50 to a maximum of \$5,000 on those programs which are in violation of standards.

LB 1022. Proposed by Senator McKenzie. This bill would increase the number of children that providers could care for in their home without getting a child care license. Currently, providers may care for three children without having a license. This bill would allow providers to care for five children without obtaining any child care license.

Week of the Young Child - April 21-27, 1996



On April 23, 1996, ten representatives of the Nebraska Family Child Care Association will appear in a 10 second "Greeting" spot on the Good Morning America show (ABC television). We will do the spot to celebrate the Week of the Young Child, April 21-27). Tune in to your local ABC affiliate, CELEBRATE! We will tape on Monday, March 19, 1996, from Gene Leahy Mall in Downtown Omaha at 9:00 a.m. Well-wishers who want to lend off-camera support can look for us near the big yellow awning or under the 10th Street bridge if it rains.

Thank you Flo Thill, Child Care Provider, Omaha

Recycled "Stuff" for Craft Activity

Save empty paper towel rolls and toilet paper rolls. Kids can color, draw, glue fabric shapes, etc. on to the rolls. Can be spy glasses, horns or just something to keep little hands busy for a little bit.

Styrofoam trays that come with meat and various other grocery items can be used for various crafts.

For Mother's Day/Father's Day Cards

material needed: styrofoam trays (any size), paper doilies (These come in different sizes, round and heart shaped, white, gold or silver in color and many to a package.), fabric pieces cut into squares, triangles, hearts (any shape you want) permanent marking pen, glue.

Cut the styrofoam down so it is the size of the center of the doily. Glue the doily to the styrofoam. In the center of the doily glue fabric shapes. If you have a button stash, the children could add a button or two (hopefully to the fabric and not up the nose). This does have to be anything in particular, just a busy activity. The doily will have the appearance of lace. the styrofoam gives some stability and on the styrofoam you can write to mom/dad from child and the date. Most parents love to get homemade "stuff" from their kids. (Sorry to say we do not have the capability of reproducing examples.)

For Older Children - A Flower Garden

material needed: styrofoam trays, colored construction paper, glue, scissors.

Cut the different colors of green into stems and leaves. Cut the rest of the colors into flower shapes. Cut small yellow and orange dots for the centers of the flowers.

Glue the stems onto the styrofoam in no particular order, add the leaves and flowers. Cut out some clouds and a sun.



Kaleidoscope Readers Survey

Thank you for taking the time to complete and return the Reader's Survey in the Winter issue of Kaleidoscope.

Family Child Care Home I - Rating of Kaleidoscope

1. Overall Rating - 61.5% above average, 28% average, 7% below average, 3% no response
2. Usefulness - 63% above average, 23% average, 12% below average, 2% no response
3. Interesting - 61% above average, 28% average, 11% below average
4. How much is read - 68.5% read all or almost all, 30% read parts, 1.5% read very little
5. Added to your understanding of children - 40% very much or more than some, 44% some, 16% not at all

Family Child Care Home II, Child Care Center/Head Start, Preschool, Other Rating of Kaleidoscope

1. Overall Rating - 63% above average, 33% average, 4% below average
2. Usefulness - 48% above average, 37% average, 11% below average
3. Interesting - 63% above average, 37% average,
4. How much is read - 59.5% read all or almost all, 33% read parts, 7% did not respond
5. Added to your understanding of children - 37% very much/more than some, 56% some, 7% none

The things providers enjoyed the most about Kaleidoscope: recipes, the Information Line questions and answers, the variety of information furnished to providers and the updates on health and NDSS changes. Providers especially liked the articles from and about other providers so please keep your articles and suggestions coming.

Things providers liked least about Kaleidoscope: too much emphasis on eastern Nebraska providers and the training calendar. One provider suggested Kaleidoscope use cheaper paper and printing. (Kaleidoscope is printed on recycled paper and printed with soy ink.)

Additional information providers would like includes: updates on licensing requirements, communicating with parents and how to recruit more children, diet, health, recipes, sharing ideas, more items about NW Nebraska, more provider tips, providers especially want more information on how to handle problems, taxes and insurance, how to handle children with behavior problems, information for providers to post for parents. Providers would like to see more information for preschools and school-age child care. Providers like the lay out, length of articles, variety of articles and the price.

Some additional comments received include: "Kaleidoscope is not worth spending our tax dollar," "could save a lot of trees," "a nice publication", "keep up the good work," "you do a good job."



Think Spring!



Information on Training Opportunities in Nebraska Available through 800-89-CHILD

Date	Agency/Institution	Topic	City	Telephone
2-1-96	NDSS	Pre-Service Training	Fairbury	402-223-6072
2-7-96	NDSS	Pre-Service Training	Omaha	402-597-3400
2-8-96	Child Nutrition Center	Meal Tune-Up	Omaha	402-399-9690
2-10-96	UNL Exten. Service	Child Care Conf.	Ainsworth	402-387-2213
2-10-96	UNL Exten. Service	Child Care Conf.	Grand Island	402-694-6174 or 308-946-3843
2-10-96	Child Nutrition Center	Meal Tune-Up	Omaha	402-399-9690
2-11-96	UNL Exten Ser.	Child Care Conference	Hebron	402-768-7212
2-13-96	NDSS	Pre-Service Training	Lincoln	402-471-9193
2-15-96	NDSS	Pre-Service Training	Omaha	402-597-3400
2-20-96	UNL Exten. Service	Caring for Infants and Toddlers	Omaha	402-444-7804
2-20-96	Family Service	Activities for School-Age Programs	Cozad	308-784-4088
2-22-96	UNL Exten. Service	Caring for Infants and Toddlers	Omaha	402-593-2172
2-22-96	NDSS	Pre-Service Training	Fremont	402-727-3231
2-22-96	Child Nutrition Center	Meal Tune-Up	Omaha	402-399-9690
2-22-96	NDSS	Pre-Service Training	Beatrice	402-223-6071
2-22/24-96	NE State Reading Council	Reading Conference	Kearney	402-376-1958
2-24-96	UNL Exten. Service	Child Care Conference	Holdrege	308-995-4222
2-26-96	Platte Valley Assn	Children With Asthma	Hastings	308-382-0777
2-26-96	Child Nutrition Center	Meal Tune-Up	Omaha	402-399-9690
2-26-96	NDSS	Pre-Service Training	York	402-471-9374
2-27-96	NDSS	Pre-Service Training	Lincoln	402-471-9193
3-5-96	NDSS	Pre-Service Training	Westpoint	402-727-3231

(Continued Next Page)

Information on Training Opportunities in Nebraska Available through 800-89-CHILD (Continued)

Date	Agency/Institution	Topic	City	Telephone
3-6-96	NDSS	Pre-Service Training	Omaha	402-597-3400
3-7-96	NDSS	Pre-Service Training	Geneva	402-223-6072
3-12-96	NDSS	Pre-Service Training	Lincoln	402-471-9193
3-14-96	NDSS	Pre-Service Training	Fremont	402-727-3231
3-16-96		Child Care Confer.	Columbus	402-564-1113
3-16-96	Cheyenne Co.	Child Care Home Network, Child Care Conference	Sidney	308-254-3068
3-21-96	UNL Exten Ser	The Joy of Discipline	Omaha	402-444-7804
3-21-96	NDSS	Pre-Service Training	Omaha	402-597-3400
3-21-96	NDSS	Pre-Service Training	Beatrice	402-223-6071
3-22/23-96	NFCCA	Providers Day Out	Columbus	1-800-642-6481
3-24-96	Platte Valley Assn	Child Care Liability and Insurance	Hastings	308-381-0777
3-25-96	UNL Exten Ser	The Joy of Discipline	Omaha	402-593-2172
3-25-96	NDSS	Pre-Service Training	York	402-471-9374
3-26-95	NDSS	Pre-Service Training	Lincoln	402-471-9193
3-28/29-96	ECTC	Early Years Conference	Grand Island	402-587-4820
3-29-96		Early Childhood Directors Circle of Influence Association	Bloomington	800-925-3232
4-3-96	NDSS	Pre-Service Training	Omaha	402-597-3400
4-11/13-96	Parents	Encouraging Parents	Grand Island	402-471-2471
4-12/13-96	NAEYC	Leadership Conference	Denver	800-242-2460 or 202-32802605
4-16-96	UNL Exten Ser	Program Planning	Omaha	402-444-7804
4-17/20-96	Midwest AEYC	Conference	Lincoln	402-471-2980

(Continued Next Page)

Information on Training Opportunities in Nebraska Available through 800-89-CHILD (Continued)

Date	Agency/Institution	Topic	City	Telephone
4-18-96	UNL Exten Ser	Program Planning	Omaha	402-593-2172
4-18-96	NDSS	Pre-Service Training	Omaha	402-597-3400
4-18-96	NDSS	Pre-Service Training	Beatrice	402-223-6071
4-25-96	NDSS	Pre-Service Training	Fremont	402-727-3231
4-26/27-96	UNL Exten Ser	Child Care Conference	Chadron	308-345-6372
4-29-96	NDSS	Pre-Service Training	York	402-471-9374
5-1-96	NDSS	Pre-Service Training	Omaha	402-597-3400
5-7-96	NDSS	Pre-Service Training	Westpoint	402-727-3231
5-16-96	UNL Exten Ser	Discovering Art & Science with Children	Omaha	402-444-7804
5-16-96	NDSS	Pre-Service Training	Omaha	402-597-3400
5-20-96	UNL Exten Ser	Discovering Art & Science with Children	Omaha	402-593-2172
5-23-96	NDSS	Pre-Service Training	Fremont	402-727-3231
6-5-96	NDSS	Pre-Service Training	Omaha	402-597-3400
6-20-96	NDSS	Pre-Service Training	Omaha	402-597-3400

Information on this calendar was developed in cooperation with the Nebraska Early Childhood Training Center. For more information about training and other resources to support professional development, call 1-800-89-CHILD.

Kaleidoscope Readers Want You !!

The Reader's Survey indicated that providers enjoy hearing what other providers are doing. We would really like to share your "event," favorite activity, songs, stories and recipes with the other child care providers.

If you have something you would like to share, please contact: Virginia Riebel, Department of Social Services, (402) 471-9676.

Spotlight on Safety



SAFETY AND HEALTH COUNCIL OF GREATER OMAHA, INC.
CONNIE MARINOVIC, NEBRASKA CARES PROJECT DIRECTOR
8710 F STREET, SUITE 122 / OMAHA, NE 68127-1532
402-592-SAFE / FAX: 402-592-8944

Child Passenger Safety Awareness Week

Child Passenger Safety Awareness Week was commemorated February 11-18, 1996, the same week as Valentine's Day. This week is a great time to demonstrate your care and concern for young children riding in your motor vehicle by making sure they are properly restrained. If you are wondering what kind of safety seat is best, Connie Marinovic, Nebraska Cares Child Passenger Safety Project Director, has some tips.

1. Select a safety seat that fits the child. Infant only seats usually fit very young infants best, but they are outgrown by the time the child is about 20 pounds and one year of age. Most convertible seats, which will accommodate an older, larger child, can be used from birth (rear-facing for first year), but very young infants will usually need padding to prevent slouching.
2. Select a safety seat that fits your car and can be held securely at all times. To do this, you will need to try before you buy. Some seats are too big to fit in the vehicle, especially when reclined for rear-facing infants; others will not hold tightly with the safety belts of the vehicle or with the contours of the seats. You'll only know if you try it first. One word of caution: you cannot use a rear-facing safety seat where there is a passenger side air bag.
3. Select a safety seat you like well enough to use very time. Be sure to read all directions in the owner's manual for the safety seat, as well as all directions for safety seat installation in the vehicle owners manual.

The Nebraska Care Child Passenger Project and the Safety and Health Council of Greater Omaha have free booklets and brochures to help answer your questions about safety seats. Ms. Marinovic also invites you to call her at the Safety Council if you need additional help (402) 592-9004.

Thank you Connie Marinovic,
Nebraska Care Child Passenger
Safety Project Director



LOVE YOUR KIDS? BUCKLE 'EM UP!
Nebraska Cares




SAFETY AND HEALTH COUNCIL OF GREATER OMAHA, INC.
8710 F STREET, SUITE 122 / OMAHA, NE 68127-1532
402-592-SAFE / FAX: 402-592-8944



KALEIDOSCOPE

This issue of KALEIDOSCOPE was edited by the Nebraska Department of Social Services staff: Virginia Riebel, Melanie Carlson and Pat Urzedowski. Layout and design by the Nebraska Department of Social Services Graphics Unit. It is distributed free of charge to licensed child care and preschool providers in Nebraska. Any part of this publication can be reproduced freely as long as proper credit is given.

Comments from readers and articles to be considered for future editions are welcome. Comments, articles and change of address should be directed to the Nebraska Department of Social Services, Resource Development & Support Unit, P.O. Box 95026, Lincoln, NE 68509-5026.

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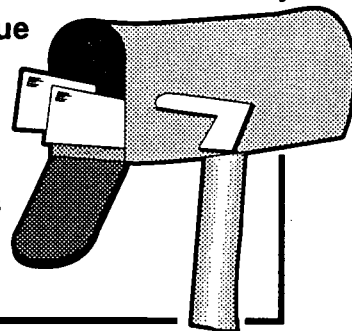


Your Help is Needed

Your help is needed! Please make every effort to return materials you have borrowed from the Early Childhood Training Center on time. Remember other patrons are waiting to use the material. Thank you.

**Articles for the
Summer issue
of Kaleidoscope are due
April 8, 1996.**

Send to:
Virginia Riebel
Ne Dept of Social Services
PO Box 95026
Lincoln, NE 68509-5026



STATE OF NEBRASKA
DEPARTMENT OF SOCIAL SERVICES
PO BOX 95026
LINCOLN NE 68509-5026

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STATE OF NEBRASKA

DEPARTMENT OF SOCIAL SERVICES

CHILD CARE RULES and REGULATIONS ADVISORY COMMITTEE ROSTER April 1994



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Governor

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(308) 537-2347

Head Start in Nebraska

HEAD START IN NEBRASKA

Launched as an 8-week summer program in 1965, Head Start was designed to help break the cycle of poverty by providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs. Over the years, Head Start has generally become a nine-month program for children age three to school entry. In Nebraska, most programs serve four-year-old children; approximately one third of the total number of eligible children are currently participating in Head Start. Head Start Parent-Child Centers which focus on families with children three and under are located in the Panhandle and Omaha. Information about the enrollment history may be found in Figure 1. Figure 2 shows the location of Nebraska Head Start programs.

There are four major components of Head Start. Performance Standards adopted in 1975 insure that every Head Start program meets the goals of each component.

- **Education** - Every child has the opportunity for a variety of learning experiences to foster intellectual, social and emotional growth.
- **Health** - Children receive a complete medical examination, including vision and hearing tests, identification of handicapping conditions, immunizations, and a dental exam. Children are served a minimum of one hot meal and one snack each day to meet at least one-third of their daily nutritional needs.
- **Parent Involvement** - Parents are the most important influence on a child's development. An essential part of every Head Start program is the involvement of parents in parent education, program planning and operating activities.
- **Social Services** - This component represents an organized method of assisting families to assess their needs, and then providing those services that will build upon the individual strengths of families to meet their own needs.

At least 10% of Head Start enrollment must be available for children with disabilities to be served in inclusive programs. A number of children eligible for early childhood special education services under Nebraska's law receive services in Head Start programs; a Memorandum of Agreement between Head Start and the Nebraska Department of Education facilitates these services. Other examples of collaboration between Head Start and local schools are emerging. These include sharing of facilities, blended programs, shared staff development, and cooperative parent involvement/education efforts.

The funding system of Head Start is unique. Grants are awarded by the federal Department of Health and Human Services directly to community-based organizations. Federal funds account for 80 percent of the total costs of the program; the remaining 20 percent comes from local sources. Funding for Native American programs comes directly from the Bureau of Indian Affairs. The Head Start grantees in Nebraska are:

- Blue Valley Community Action, Fairbury
- Central Nebraska Community Services, Loup City
- Child & Family Development Corporation, Omaha
- Midland College, Fremont
- Goldenrod Hills Community Action, Wisner
- Hall County Board, Grand Island
- Head Start Child & Family Development Program, Hastings
- Lincoln Action Program, Lincoln
- Mid-Nebraska Community Services, Kearney
- Northwest Nebraska Community Action, Chadron
- Panhandle Community Services, Gering
- Plattsmouth Community Schools, Plattsmouth
- Papillion-LaVista Schools, Papillion
- Southeast Nebraska Community Action, Humboldt
- Omaha Tribe of Nebraska, Macy
- Santee Sioux Council, Niobrara
- Winnebago Tribe of Nebraska, Winnebago

Throughout the years, a number of Head Start programs have been awarded demonstration grants for special projects. Most recently Central Nebraska Community Services was awarded funding for one of 68 Early Head Start Programs throughout the United States. Early Head Start is designed to enhance the physical, social, emotional and intellectual development of children birth to age three; support parents, both mothers and fathers, in fulfilling their parental roles; and help parents move toward economic services, including high quality early education (both in and out of the home) and family support services, home visits, parent education, comprehensive health and mental health services, including services for women prior to, during, and after pregnancy; nutrition; and child care. Early Head Start grantees work with community partners to assure early, continuous, and comprehensive services. Approximately 75 eligible families in the Columbus area will participate in the program.

Figure 1

INFORMATION ABOUT HEAD START IN NEBRASKA

The table below summarizes the extent of Head Start services in Nebraska over the past six years.

	Nebraska Allocation	# of Children Served	Cost Per Child
FY 89	\$4,945,965	2,044	\$2,420
FY 90	\$6,522,031	2,579	\$2,529
FY 91	\$8,346,020	2,820	\$2,960
FY 92	\$9,776,839	3,154	\$3,100
FY 93	\$11,877,525	3,483	\$3,410
FY 94	\$14,319,136	3,680	\$3,891

- Based on the 1990 Census, the number of 3-4-year-old children estimated to be eligible to participate in Head Start in Nebraska is 10,396.
- Eligibility is based on the Federal poverty level. Eligibility for Head Start is 100% of poverty. For a family of four the 1995 poverty income level is \$15,150.
- Based on this estimate, the table above suggests that approximately one-third of eligible children are currently receiving Head Start services.
- The increase in Cost Per Child from \$2,420 to \$3,891 in only six years is a reflection of efforts to improve the salaries of staff. **Salaries of Head Start teachers are still less than half those of comparably prepared public school teaches when adjusted for length of contract.**
- Federal estimates suggest that fewer than half as many low income children attend preschool in comparison to their more affluent peers. The information about children eligible for Head Start does not address the needs of those families whose income is just above the poverty line; they generally have less opportunity than any group to enroll their children in any preschool program, much less a quality one.

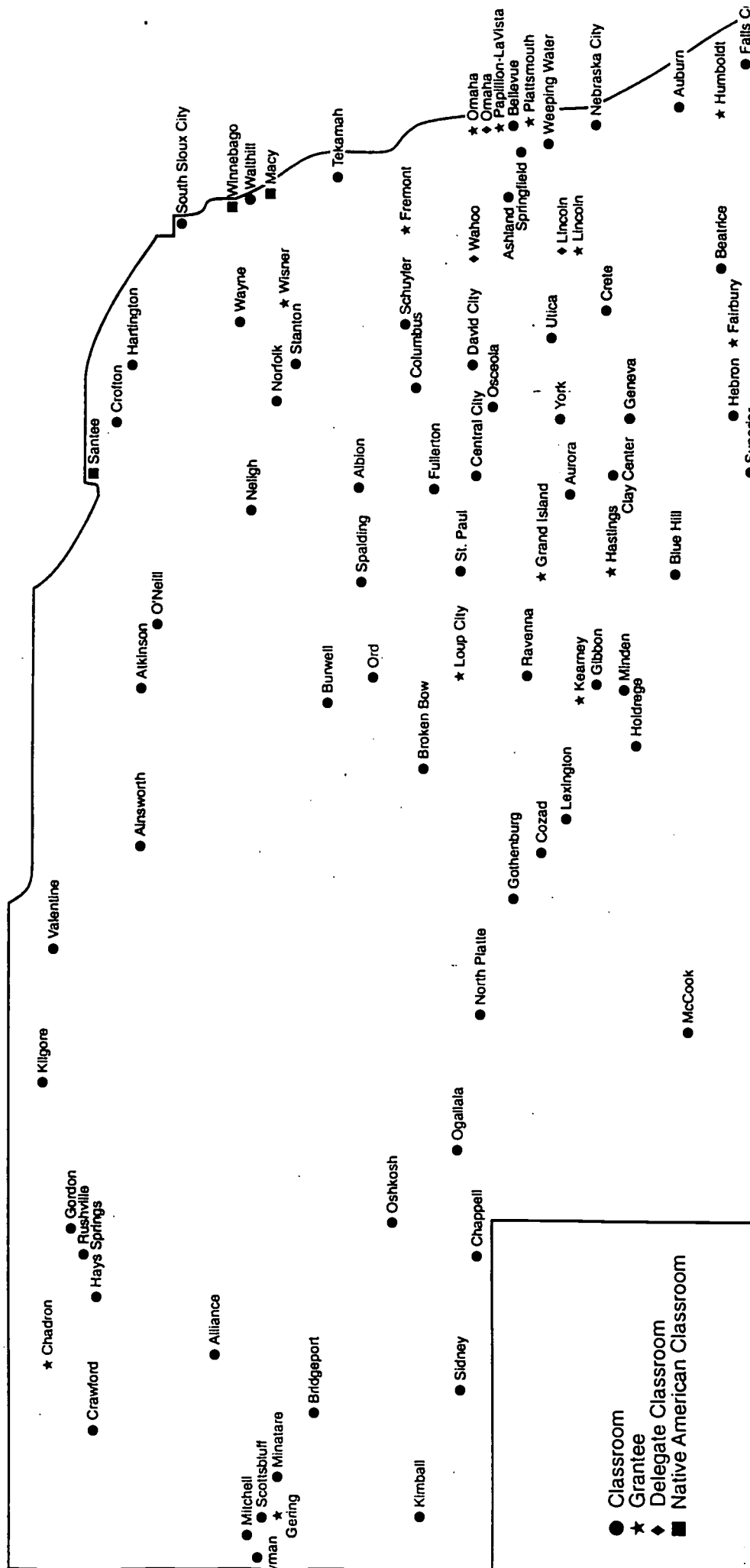


Figure 2
Location of Head Start Programs in Nebraska

70

Nebraska Department of Education Initiatives

NEBRASKA DEPARTMENT OF EDUCATION OFFICES OF EARLY CHILDHOOD CARE AND EDUCATION AND SPECIAL POPULATIONS

The NDE Office of Child Development (renamed Early Childhood Care and Education in 1995) was created in November of 1989 to carry out the State Board of Education's priority goal that a statewide system of effective, coordinated, community-based early childhood and family development services be promoted in cooperation with the Governor, the Legislature and related state agencies (See Figure 1.). From the outset, the Office operated on the assumption that it bore responsibility for collaborating within NDE to assure that related NDE early childhood/family education efforts were coordinated. This resulted in the development of a joint mission statement in collaboration with the Offices of Special Education and Title I (now called Special Populations) (see NDE Appendix A).

Activities associated with the implementation of the Early Childhood Education Act (LB 567) were undertaken in 1990. These included the development of Rule 11 for the selection and oversight of the four pilot projects specified in the Act; the establishment of the Early Childhood Training Center, and the development of a parent education training project. Also, in 1990, Nebraska was a successful applicant for a Head Start-State Collaboration Project. The Project is housed in the Office of Early Childhood Care and Education.

The passage of the Federal Child Care and Development Block Grant in late 1990 and the Quality Child Care Act (LB 836) by the Nebraska Legislature in 1991 established a collaborative relationship between NDE and DSS. A Memorandum of Agreement formalizes that relationship and staff of both agencies serve on and provide support to the Child Care and Early Childhood Coordinating Committee appointed by the Governor. (See General Appendix A.)

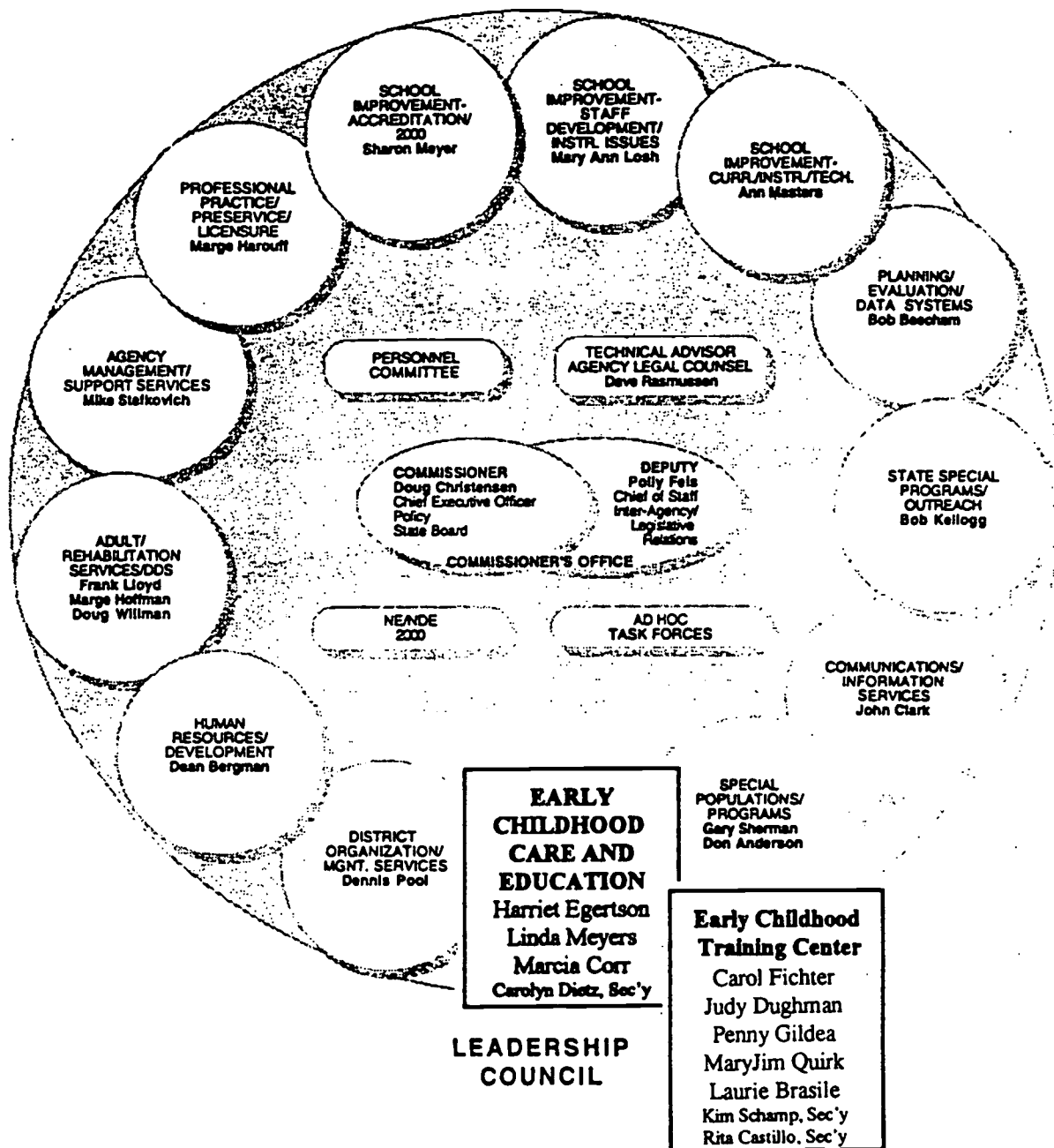
In 1992, the responsibility for administering the Title I Even Start Family Literacy Program moved from the federal to the state level. It was determined that the Office of Early Childhood Care and Education would have responsibility for administering that program in Nebraska. Also, during the 1992-93 school year, under the leadership of staff in the Title I Office, a process was developed to promote the development of more inclusive programs within schools. This Combined Early Childhood Program process enables schools to operate programs utilizing a combination of Title I, Early Childhood Special Education, local funds, parent fees, Head Start, Even Start, etc.

The Early Childhood Training Center, authorized in 79-3702 R.R.S., is administered through the Office of Early Childhood Care and Education and is located at Educational Service Unit #3. The Center provides information services and on-site training and consultation to early childhood care and education professionals who work with young children (birth through age 8) and their families. This includes staff working with children with disabilities as well as children being served in home-, center-, and school-based child care, early primary programs, Head Start, and other preschool settings.

Information in the sections which follow provide more detailed information about the early childhood care and education activities of the Nebraska Department of Education.

NEBRASKA DEPARTMENT OF EDUCATION

A Process for Communication, Decision Making, and Collaboration



12/14/94

EARLY CHILDHOOD PROJECTS

In the 1990 Session, the Legislature passed LB 567, the Early Childhood Education Act (79-37-3701-3703 R.R.S. (See General Appendix B.) The Legislation was developed in response to the growing consensus concerning the importance of optimum early experiences for young children. The legislation also emphasized the central role of parents in children's early development and the necessity of recognized elements of quality in programs designed for young children and their families. To those ends the legislation:

- authorized funding for four early childhood and parent education projects;
- called upon the State Board of Education to establish an Early Childhood Training Center; and,
- authorized funding for a parent education training project at the Training Center.

Soon after, the State Board of Education did establish the Training Center and authorized the development of an administrative rule to govern the selection and operation of the four pilot projects. Rule 11 - Regulations for Early Childhood Education Pilot Projects was developed with the assistance of a steering committee appointed by the Board; the rule was subsequently adopted and promulgated.

The pilot projects authorized under the Early Childhood Act were intended to reflect the best of what is known about high quality early childhood education and parent education. Every effort was made to assure that the projects selected from the applications received were of optimum quality and reflected the greatest diversity possible in terms of program approach and location. Those projects selected were required to provide either a child development programs for three- and four-year olds or a parent education program for parents with children in the birth through age five range. Successful proposals were those which reflected a combination of funding sources, collaboration with existing services, and the provision of full day care and education. See Figure 4 for further information about the projects.

Throughout the now four years of their operation, the projects have come under intense scrutiny through an evaluation process administered by the Department of Education through the Early Childhood Training Center. This evaluation indicates that these projects have been able to demonstrate benefits for participants consistent with other recognized evaluations of early childhood programs around the nation. The Executive Summary of the latest report may be found in NDE Appendix B.

The 1995 Legislature continued the funding of the projects beyond the 3-year pilot with the understanding that the funding level of each project would be diminished from \$100,000 to \$50,000 per year in order to permit the funding of additional projects. A Request for Proposals has been issued and it is anticipated that four additional projects will be funded to begin operation in the 1996-97 school year. A revision of Rule 11 is now underway; this revision is intended to govern all school-based early childhood programs as provided through and amendment of the licensing requirements in 1995 (71-1910, R.R.S.)

Figure 2

EARLY CHILDHOOD PROJECTS

Recipient	Description	Children/ Families Served 93/94	Amount
Bellevue Public Schools Charlene Snyder, Director 2009 Franklin Street Bellevue, NE 68005 402/293-4000	Operated in collaboration with community social service agencies, the project provides parent education and home-based support combining the Parents As Teachers and the CSI Building Nurturing Families program. Those parents demonstrating the greatest need receive support from CSI. Parents are challenged to actively participate in the education of their children and to see themselves as empowered and important partners with the professionals in their children's lives.	118 families	\$100,000 per year 1992-95. 1995-96- \$50,000
Falls City Public Schools Kathy Palmer, Director North Elementary School 25th and Stone Street Falls City, NE 68355 402/245-3005	In collaboration with Head Start, the project provides a comprehensive array of services designed to meet the needs of each participating family. Parents are involved in decision-making and parenting classes and gain access to information about community services. A full-day child development program is available to all 3- and 4-year-old children on a sliding fee basis. Other programs in the community are involved in joint staff development experiences.	41 children and families	\$100,000 per year 1992-95 1995-96- \$50,000.
Gering/Scottsbluff Public Schools Beth Grass, Director Panhandle Community Services 3350 North 10th, Box 668 Gering, NE 69341 308/436-5356	In collaboration with Scottsbluff Public Schools and Panhandle Community Services, Project Success provides a teen parent program which includes a comprehensive parent education program, continued education for school-age parents, and early and continued infant care and comprehensive education to reduce risk factors and provide for personal growth and development.	20 student mothers and their infants/toddlers	\$100,000 per year 1992-95. \$50,000 - 1995-96
Omaha Public Schools Jeanene Koop, Director 3215 Cuming Street Omaha, NE 68131 402/557-2441	In collaboration with Head Start and Family Service of Omaha, the project reaches out to address the need for quality prekindergarten experiences in a North Omaha neighborhood. Services include a full-day child development center, an in-depth assessment of the needs of participating families, a parent education program, and a resource center for parents and child care providers in the neighborhood.	36 children	\$100,000 per year 1992-95. \$50,000 - 1995-96

EARLY CHILDHOOD COMBINATION PROGRAM

The Early Childhood Combination Program option allows school districts to coordinate efforts in early childhood services through sharing expenses among multiple programs and sources of funding. These can include: IASA, Title 1, Early Childhood Special Education, Head Start, Even Start, district funded programs and other sources including parent pay.

Early Childhood Combination Programs are designed to provide quality learning, accountability, and equity in opportunity and access for all participants through whole child, family-centered approaches to early childhood care and education. The program must be of sufficient size, scope and quality to give reasonable promise of substantial progress toward meeting the developmental and educational needs of the children being served. The Early Childhood Combination programs allows services to be integrated while meeting Federal and State requirements for all the programs involved. It was developed through a collaborative effort within the Nebraska Department of Education.

Several options within this program provide greater flexibility for school districts. It has been designated as a Innovative Educational Project under Rule 51, the Special Education regulations. This allows a waiver from the special education endorsement requirement for the classroom teacher upon approval of the application. The classroom teacher must have an endorsement in early childhood education.

The Early Childhood Combination Program is a part of the regular applications and reporting requirements of Title 1 and Special Education. The application assures that program and staffing meet all Federal and state requirements for the funding sources involved. The application is approved through a review by the Offices of Special Education, Title 1, and Early Childhood Care and Education.

An accounting system, based on enrollment, allows most costs to be pro-rated and shared between the programs involved without co-mingling of funds. Options are provided in funding, administrative, facility, and transportation costs. It allows school districts to use existing funds in an alternative manner that is more economical and reflective of sound early childhood practices. An administrative guide and a resource packet have been developed to assist districts in planning and accessing information, resources, and training.

In any year, up to about ten districts avail themselves of this option. Lincoln Public Schools represent an excellent example of how a school has implemented the Combination Program. The process has allowed the district's Head Start Program which was formerly housed in a single school with children bused from across the city and the Early Childhood Special Education classes for three-and four-year-olds to be merged in several schools across the district. In addition, the programs now use some Title 1 monies to include children eligible under that authorization. The result is that children are attending classes closer to their homes and are able to benefit from a more inclusive setting.

EVEN START FAMILY LITERACY PROGRAM

Even Start is a program of the US Office of Education administered through the NDE Office of Early Childhood Care and Education. The Even Start Family Literacy Program is intended to help break the cycle of poverty and illiteracy and improve the educational opportunity of low income families by integrating early childhood education, adult literacy or adult basic education, and parenting education. Currently funds are sufficient to support four programs in Nebraska. These programs are located in the communities of Lincoln, Alliance, South Sioux City, and Crete. (See Figure 3.)

The Federal law requires that Even Start programs:

- be implemented through cooperative projects that build on existing community resources to create a new range of services;
- promote achievement of the National Education Goals; and,
- assist children and adults from low-income families to achieve challenging state content standards and challenging state student performance standards.

In Nebraska, Even Start programs are expected to operate in congruence with widely recognized definitions of best practice for early childhood, adult, and parenting education. Even Start provides one more opportunity for communities to craft family-centered programs designed to ensure the success of all of the community's children in their schooling.

State administrative funds support Even Start training and technical assistance through the Early Childhood Training Center located at ESU #3 in Omaha. The Training Center provides a library of resources on family issues and parenting education and provides support in the use of the Nebraska Good Beginnings Parenting Education Materials. Local programs contract with the Training Center to obtain on-site training and other support.

Eligible applicants reflect partnerships comprised of both local education agencies, including educational service units, and one or more community-based organizations, public agencies, institutions of higher education, or other non-profit organizations or community-based organizations or other non-profit organizations of demonstrated quality. Examples of possible partners with local education agencies include Head Start, libraries, literacy councils, non-profit early care and education programs, etc. The Even Start law does not specify which of the partners is to serve as the fiscal agent. In communities having a local Head Start program, the partnership must include Head Start as one of the service providers.

Eligible participants in Even Start programs are parents eligible for participation in an adult education program under the Adult Education Act and their child(ren) from birth through age 7. To be eligible, at least one parent and one or more eligible children must participate together in all components of the Even Start project. Parenting teens under age 16 are also eligible to participate with their children so long as the school district provides the basic education

component for the teen parent. Once a family's eligibility is established and that family is participating in the program as required, all members of the family may continue to participate until all the eligible family members are ineligible (i.e., no members of the family are eligible for adult education and all children have reached 8 years of age).

Projects are selected through a competitive process. Federal resources support 90 percent of the costs in the initial year. Each year of a four-year grant period Federal funds decrease 10 percent per year. Funded projects are eligible to apply for a second four-year funding period in competition with new applicants. Previously funded projects which are awarded a second funding period are required to provide a local match of no less than 50 percent for each of the four years. Under no circumstances may Federal funds be awarded for more than 8 years.

Figure 5

NEBRASKA EVEN START FAMILY LITERACY PROGRAMS

Recipient	Description	Children/ Families Served	Amount of Initial Federal Grant
Alliance Public Schools Candis Jones, Director Alliance Public Schools 1604 Sweetwater Alliance, NE 69301 (308) 762-5475	Services at Alliance Even Start began in the summer of 1993 with home-based services. Center-based services began in September of 1993. Participants attend 2 hours per day, 2 days per week. Services include an infant-toddler and preschool program. A time for parent/child interaction occurs each day. Parent/living skills are offered on Thursday morning. Adult basic education is offered at the town center 2 days per week. Interagency coordination insures efficient and effective transferral of needed information and services to support the progress of individual families. Specialized staff training is ongoing in the context of relevant workshops and seminars presently offered in the area, as well as participation in state and national Even Start meetings.	24 families/ 35 children	\$116,938 - Yr 1 \$104,000 - Yr 2 \$110,007 - Yr 3 (included carryover) \$ 78,000 - Yr 4
Lincoln Public Schools Deila Steiner, Director Teresa Bergman, Even Start Coordinator Lincoln Public Schools-Even Start Program 225 South 25th Street Lincoln, NE 68510 (402) 436-1994	The Lincoln Public School Even Start program is a collaborative effort with the community Adult Basic Education programs at Southeast Community College, Lincoln Literacy Program, Job Training Partnership Program, and the YWCA-Young Parent Program. Along with the ABE instruction, the participants also receive family literacy instruction 1 day per week for 2 hours, which is co-instructed by the four Even Start Family Educators. The goal of this class is to offer instruction on ways that literacy is, and can be, integrated into a family's lifestyle. The weekly home visits build on this group instruction and encourage the implementation of literacy based parent-child interactions. The majority of the children involved in the Even Start program receive early childhood services through the YWCA's developmental child care program. The Even Start home visit includes child development information for family literacy parent/child interactions. The Lincoln Public Schools Even Start program has offered High/Scope training to all Even Start collaborating child care agencies, both center-based and home-based.	45 families/ 94 children	\$ 76,317 - Yr 1 (balance of year after shift to state admin.) \$166,829 - Yr 2 \$156,527 - Yr 3 \$147,734 - Yr 4

South Sioux City Community Schools Michael Peterson, Director Judy Goodier, Coordinator 820 East 29th Street, Box 158 South Sioux City, NE 68776 (402) 494-2425	The South Sioux City community's Even Start Program involves a collaborative effort among Northeast Community College (providing adult education), Goldenrod Hills Community Services (providing and supervising center- and home- based early childhood services), Boys and Girls Home and Family Services (providing child care), and the South Sioux City Community Schools (providing facilities and support). To coordinate and oversee the efforts of the individual agencies, the Even Start Program is governed by an eight member body comprised of representatives of each participating agency and parents selected from among the program participants. Community agencies collaborate to identify participants. Outreach materials are prepared in English, Spanish, and Lao. Following screening and evaluation, each family is offered the combination of services most appropriate to their needs. Referrals and the monitoring of progress is provided, as well as appropriate transition activities. Services continue throughout the summer with an emphasis placed on whole family activities and education.	11 families/ 18 children	\$100,000 - Yr 1 \$ 89,000 - Yr 2 \$ 83,504 - Yr 3 (includes carry over)
Crete Public Schools Sandy Rosenboom, Director Jan Sears, Coordinator Blue River Even Start Program 920 Linden Avenue Crete, NE 68333 (402)826-5228	Crete Even Start serves approximately 25 families in the Saline County area. The program is incorporated into the services of the Blue River Family Center. The early childhood component of the program is based on the High/Scope model. One group of parents comes with their children to the Center and receives instruction in basic and pre-vocational skills. Parents and children eat together and share a time together after lunch. During nap time for the children, parents share parenting issues and discuss PACT time in a group. This schedule is adapted for other groups of parents who are employed. Families also receive support through transportation and sibling child care while involved in the program. All of the services available in the Blue River Family Center are available to the parents.	25 families and their children	\$101,109 - Yr 1

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(Note: The material in this section was previously provided as a separate report to the Legislature as required in the Special Education Act.)

SERVICES PROVIDED TO CHILDREN WITH DISABILITIES BIRTH TO AGE FIVE (December, 1995)

NUMBER AND TYPE OF CHILDREN SERVED

In 1978 Nebraska adopted a state mandate that, effective July 1, 1979, local school districts were responsible for providing special education and related services to all children with verified disabilities birth to age twenty-one.

School districts were required to report the number of children from birth to five who were verified with a disability and receiving services according to an individual education plan (IEP) or individual family service plan (IFSP) on December 1, 1994. The number of children verified with a disability in this age group was 2,617 in 1994, which represents an increase of 7% from last year and almost 27% from 1991. The disability category of other health impaired had the largest increase over the past year with a rise of 16% (see Figure 4).

KINDS OF SERVICES PROVIDED: SERVICE PROVIDERS

Local school districts provide comprehensive early childhood special education (ECSE) services as described in Nebraska Department of Education Rule 51 "Regulations and Standards for Special Education Programs." School districts are the single and only point of entry into the ECSE services system and provide the mechanism for an integrated, consistent system for special education and related services statewide.

Local districts provide diagnostic services to children via a multi disciplinary team evaluation to determine eligibility under NDE Rule 51. Some districts utilize their own multi disciplinary teams; others contract with one of a number of NDE approved agencies. For 1994-95, NDE received preschool special education plans and budgets from 448 school districts.

When a child is verified as eligible for special education and related services, the resident school district is responsible for the provision of these services. If the school district does not elect to provide services directly, it may contract with a variety of approved service providers to offer a full complement of services as needed by individual children. Such service providers may include another school district, Educational Service Unit, Head Start, private preschool or day care center, or other approved service agencies or private practitioners. Services are provided in both center-based and home-based settings, either separately or in combination. Programs include both integrated and self-contained models.

Educational and support services available include: (1) screening, diagnostic and evaluation services; (2) early intervention and developmental programs; (3) speech and language services; (4) physical therapy; (5) occupational therapy; and (6) transportation.

Head Start Programs

Most of the eighteen Head Start agencies in Nebraska operate integrated, center-based programs and provide a wide range of support services to families and children with disabilities ages three to five. Fifteen of these grantees are funded through the federal Region VII Head Start Office (Kansas City), and three are Native American grantees funded through the federal Three Feathers Association (Norman, OK).

According to the Head Start Program Information Report for the 1994-95 school year, approximately 3,680 children were served in Nebraska Head Start programs. Of this number, 581 children (about 15%) were diagnosed with verified disabilities according to Head Start guidelines established by the federal Administration for Children and Families. When verified, these children are included in their resident school district's annual December Child Count of children with disabilities, which is reported through NDE.

Emphasis on collaboration between Head Start and school district early childhood special education programs in 1996 will focus on:

1. Review and revision of the July, 1993, Memorandum of Understanding between the Departments of Education, Social Services, Nebraska Head Start Director's Association, Region VII Department of Health and Human Services and Region VII Resource Access Project;
2. Partnership between the Head Start-State Collaboration Project and the Office of Early Childhood Care and Education. ECSE will continue to support and co-sponsor reform efforts underway at the early childhood/kindergarten/primary levels. Specific issues will be those associated with equitable school entrance practices, transition, more integrated and inclusive teaching practices, and the provision of developmentally appropriate instructional practices, curriculum and assessment for all young children;
3. Facilitating relationships among Head Start, special education and Title I Administrators through sponsorship of meetings, such as the June, 1995 statewide meeting hosted in Grand Island.
4. Continuing to use scarce training resources for their maximum benefit through coordinated efforts at the Early Childhood Training Center.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT: PRESCHOOL AND PART H GRANTS CHILDREN WITH DISABILITIES BIRTH TO AGE FIVE AND THEIR FAMILIES

IDEA: Preschool Grant (Children Ages Three Through Five)

A new three year federal Preschool Grant application was approved by the State Board in January, 1994, along with the State Plan under Part B (IDEA) for fiscal years 1995-97. It was subsequently submitted and approved by the U.S. Office of Special Education Programs. The mission of the Nebraska Preschool Grant is: (1) to provide a free appropriate public education for

children with disabilities in the state ages three through five, according to federal statute; and (2) to continue the planning for the development of a statewide, comprehensive, inclusive, interagency service delivery system for children birth through age five with disabilities and their families. Focus of activities for 1996 include:

1. support of two model sites for The Circle of Inclusion outreach training project from the University of Kansas. The two sites are Lincoln Public Schools, in partnership with Southeast Community College Child Care; and Central Nebraska Support Services Program in Grand Island, in partnership with Hall County Head Start. The purpose of the project is to integrate young children with severe/multiple disabilities into community child care settings with same age peers.
2. support of collaborative team assessment workshops and developmental screening workshops through University of Nebraska-Kearney. Target audience: school psychologists, speech-language pathologist, ECSE teachers, nurses, services coordinators, PTs, OTs, and Head Start teachers.

IDEA: Part H (Children from Birth to Age Three)

In August of 1991, the Governor designated the Nebraska Departments of Education (NDE) and Social Services (DSS) as co-lead agencies for the implementation of early intervention services to infants and toddlers with disabilities birth to age three (IDEA, Part H). The Departments of Health and Public Institutions joined Education and Social Services as collaborating agencies in this program. The federal legislation calls for state planning of comprehensive, community-based, coordinated, family-centered service delivery to children with disabilities from birth to age three.

Nebraska Interagency Coordinating Council (NICC)

To assist the co-lead agencies in planning and development activities, the Council was established in 1987 with membership appointed by the Governor, as required by federal law. Members of the NICC represent Head Start, higher education, school districts and educational service units, parents of children with disabilities, the Developmental Disabilities Council, the Department of Education, the Department of Social Services, the Department of Health, the Department of Public Institutions and the legislature. In addition, the Council assists the lead agencies in preparation of Part H applications and annually reports to the Governor and federal Office of Special Education Programs.

The Council remains active with new and continuing task forces which focus on the following: (1) quality indicators; (2) under-represented populations; (3) early intervention transition; and (4) personnel standards.

Interagency Preschool Planning Region Teams

Mirroring the NICC at the local level are 29 interagency preschool planning region teams. These statewide teams are the vehicle to assist in collaborative planning and development of a family-centered, interagency, community-based system for young children with disabilities and their

families in accordance with IDEA, Part H and the Early Intervention Act. Planning region teams have annually been provided mini-grant funds to facilitate community team development and collaboration, and sharing and development of information and resources (see Figure 5.).

THE EARLY INTERVENTION ACT

Nebraska has long been a provider of services for eligible infants and toddlers with disabilities. In response to the federal initiative, the Nebraska Legislature passed The Early Intervention Act, in June, 1993, to demonstrate how services could be coordinated within the community for families who have an infant or toddler, birth to age three, with a disability. (See General Appendix D.)

The purposes of the Early Intervention Act are: (1) improve early intervention services for infants and toddlers with disabilities and their families through a family-centered model of interagency services coordination; (2) provide the framework for a collaborative, interagency service delivery system in accordance with the Part H federal legislation and other state initiatives; and (3) implement a statewide billing system for accessing federal Medicaid funds for special education and related services (physical therapy, occupational therapy and speech/language therapy) through the Departments of Education and Social Services. The funding source for services coordination is coming from the Department of Social Services through the freeing up of state special education dollars.

Accomplishments Related to the State's Early Intervention Program

The 1994-95 fiscal year was Nebraska's first year of full, state-wide implementation of the Part H process. The billing system developed to maximize the use of federal Medicaid dollars for related services of physical, occupational and speech therapies through the schools provided the funds necessary for the state-wide services coordination implementation as required by Part H, IDEA. This process provided funds for the Department of Social Services and Department of Education to successfully implement Medicaid in the Public Schools (MIPS) as a state-wide mechanism for accessing federal Medicaid funds. Services coordination funding is coming from the Department of Social Services through freed-up state special education dollars and federal Medicaid. A contractor for services coordination was determined at each of the 29 planning region sites through a Request for Proposal process with the Regional Teams recommending the contracting agency. The Co-leads from NDE and DSS and the Family Partner made the final decisions about the contracting agencies. The funding and contractual arrangements are through the Department of Social Services.

The Early Childhood Training Center, and staff from the co-lead agencies, presented the training necessary for the designated contractors to fulfill their duties as service coordinators. The training started in late November, 1994 and went through June of 1995. Training topics included the IFSP, the assessment process, due process, social services waivers, and family interaction. Training within the 29 Planning Regions was conducted in two phases based on the readiness of the individual Planning Region. Phase one consisted of those Planning Regions who were either ready to implement Services Coordination or those wanting to begin the process. Phase two were those who had yet to select a contracting agency.

By June, 1995, an interagency, standard IFSP form was implemented statewide. This form is the plan for all services received by each child and his/her family from education, Social Services and the Department of Public Institutions. The use of the IFSP was expanded to enhance DSS and DPI programs and avoid duplications. The IFSP process is detailed in the Department of Social Services Manual (480-NAC 10-003) and the Department of Education Rule (92 NAC 51-007).

The Quality Indicators Task Force met during the year and made their final recommendations to and were accepted by the NICC in September of 1995. It was decided that the evaluation responsibility for Part H, Infants and Toddlers would be given to the Nebraska Department of Health and that the evaluation would include requirements from the Department of Social Service and the Department of Education.

An Early Intervention Innovation Project Request for Proposal was developed to eliminate or reduce gaps and barriers for services for families and children with disabilities. Any of the 29 Planning Regions, either alone or working together, were eligible to apply for one of these grants. The funding allowed up to \$15,000 per site and will be in place by January of 1996.

The Part H consultant and the Social Services consultant for the programs made visits to most of the 29 Planning Regions during the late summer and early fall of 1995 to provide technical assistance to the contracting agencies and the school districts. A process was developed to assist Planning Regions in their first full year of implementation and will continue during 1995-96.

UPDATE ON INSTITUTIONS OF HIGHER EDUCATION

NCTE Ad Hoc Committee

A major initiative begun in October, 1995 is exploring the possibility of creating a single unified teaching endorsement, combining the early childhood education (ECE) and preschool handicapped (early children special education, ECSE) endorsements. This feasibility study is the work of an 18-member Ad Hoc Committee of the Nebraska Council for Teacher Education (NCTE), made up of representatives from higher education, schools, and professional organizations.

Initially set to review the ECSE endorsement, NCTE authorized the ad hoc committee to broaden its review at the request of the Nebraska Department of Education (NDE) to look at creating more inclusive, consolidated set of endorsement criteria for preparing all early childhood teachers serving children from birth to age eight (through third grade).

In Nebraska, the recommendation to consider a unified approach has been one outgrowth of recent meetings held on "preparing the Early Childhood Workforce," which is co-sponsored by NDE and the Child Care and Early Childhood Coordinating Committee appointed by Governor Nelson.

It is anticipated that the Ad Hoc Committee will meet four to five times during the 1995-96 school year, and will write a proposed unified endorsement to be presented to the NCTE Undergraduate Committee in 1996.

Training Programs

The University of Nebraska system is active in providing early childhood special education (ECSE) endorsement programs and preparation for early intervention related services professions (physical therapy, occupational therapy, speech-language therapy). University of Nebraska-Lincoln offers its ECSE endorsement program at the graduate level, while University of Nebraska-Kearney offers an undergraduate endorsement program. The loss of the only full-time professor of early childhood special education at UN-Kearney in 1995 has created a need to re-examine the linkages between early childhood, child development and special education training on that campus. The Lincoln campus has had a full-time ECSE faculty position at the Barkley Center since 1989. The UN Medical Center, working closely with Creighton University, continues to provide training programs for physical and occupational therapists.

Task Force on Personnel Development and Standards

Much in-service and pre-service work has been done throughout 1994 by the State Early Intervention Personnel Development Committee, whose scope and membership was expanded in 1995 as the official NICC Personnel Development and Standards Task Force. It is anticipated that all pre-service and in-service training initiatives for personnel across agencies serving children with disabilities birth to five will continue to be reviewed by this Task Force.

EARLY CHILDHOOD TRAINING CENTER: EARLY INTERVENTION TRAINING

As part of its broader early childhood mission, the Training Center provides support to the Department in planning, development and delivery of training and technical assistance to school districts, ESUs, planning regions, Head Start programs, and other agencies providing services to children with disabilities birth to age five and their families. This expanded early intervention focus, funded through federal Part H, Preschool and state project dollars, continues in its sixteenth year as part of the Center's broader early childhood training initiatives.

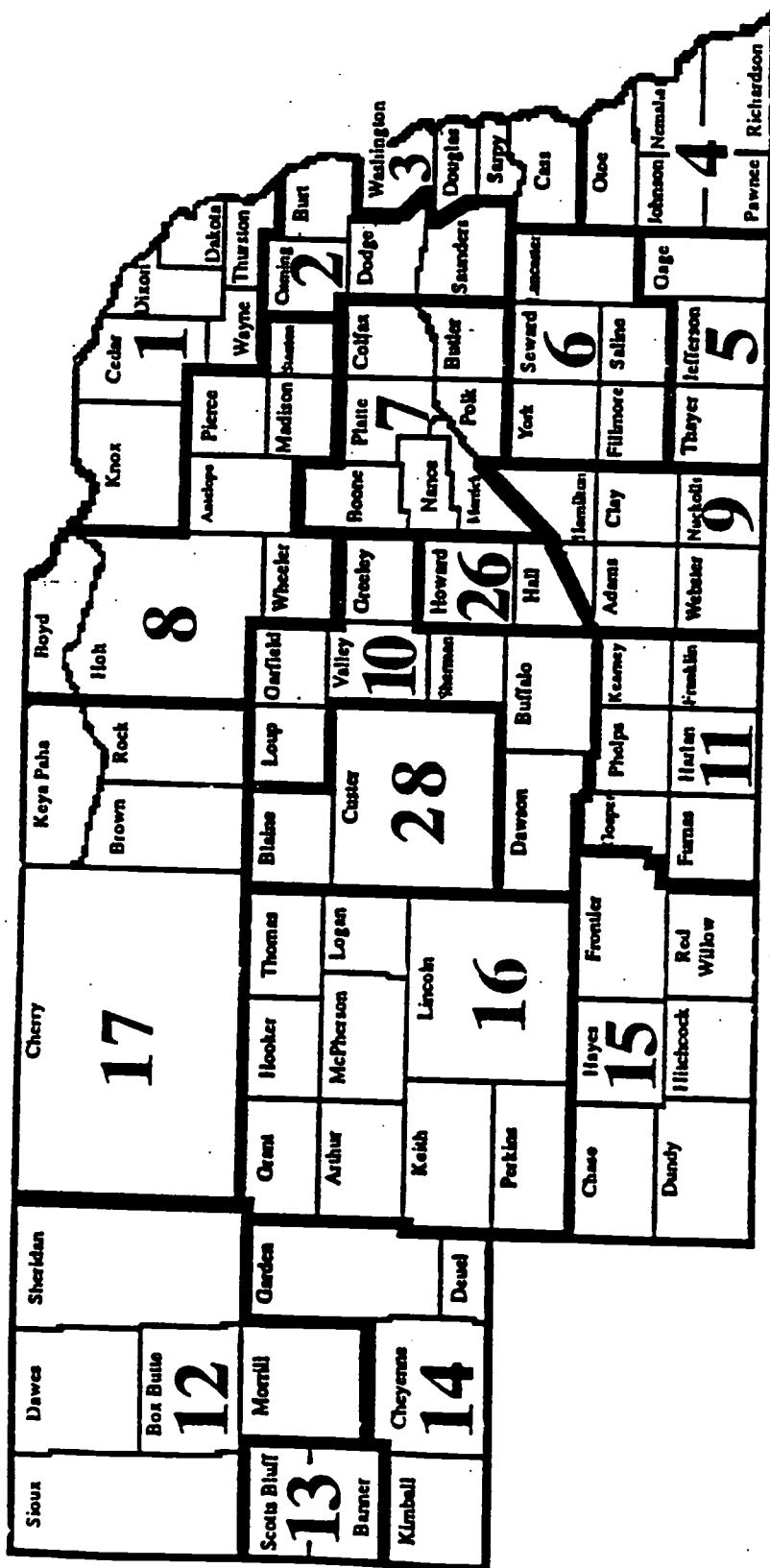
An annual statewide Early Years Conference, coordinated by Center staff and inter-agency, interdisciplinary in nature, is a major highlight of the staff development year. The conference brings together nearly 400 early intervention teachers, speech-language pathologists, physical and occupational therapists, Head Start staff, social service workers, child care providers, family members and others serving young children with special needs. This year's Early Years Conference will be held March 28-29, 1996, in Grand Island.

Birth to Age Five State Summary Data

This section focuses on children from birth to five who were verified with a disability and receiving services according to an IEP/IFSP on December 1, 1994. The number of children verified with a disability in this age group was 2,617 in 1994, which represents a 7% increase from 1993 and nearly a increase from 1991. The category of other health impaired had the largest increase over the past year with a rise of 16%.

December 1, 1994						
CHILDREN BIRTH TO AGE FIVE BY AGE AND PRIMARY DISABILITY						
Primary Disability	AGE:					
	Below 1	1	2	3	4	TOTAL
BD	0	0	0	3	17	20
DB	0	2	0	0	0	2
HI	2	7	16	19	18	62
MH:Mi	7	13	25	59	72	176
MH:Mo	0	1	2	6	6	15
MH:S/P	0	1	0	0	2	3
Multi	2	4	8	9	18	41
OI	16	60	58	71	60	265
OHI	38	124	123	108	77	470
SLD	0	0	0	2	6	8
S-LI	4	20	184	486	804	1,498
VI	1	5	9	15	14	44
AU	0	0	1	2	1	4
TBI	2	1	1	4	1	9
TOTAL	72	238	427	784	1,096	2,617

NEBRASKA EARLY CHILDHOOD PLANNING REGIONS



- 18 Lincoln Public Schools
- 19 Geographical Boundary
- 20 Omaha Public Schools
- 21 Geographical Boundary
- 22 Bellevue Public Schools
- 23 Geographical Boundary
- 24 Millard Public Schools
- 25 Geographical Boundary
- 26 Westside Community Schools
- 27 Geographical Boundary
- 28 Papillion/La Vista Public Schools
- 29 Geographical Boundary
- 24 Ralston Public Schools
- 25 Geographical Boundary
- 26 Fremont Public Schools
- 27 Geographical Boundary
- 28 Grand Island (Includes Howard, Northern Hall, and certain districts in Merrick)
- 29 North Platte Public Schools
- 30 Geographical Boundary
- 31 Sandhills Coop (Certain districts in Blaine and Custer Counties)
- 32 Norfolk Public Schools
- 33 Geographical Boundary

CONTINUITY GRANTS

Balancing the often conflicting expectations of the school and the work place complicates family life in these times. Differing schedules and program sponsorship cause many children to experience multiple social settings and sets of program and behavioral expectations within a single day; these multiple expectations are inconsistent with developmentally appropriate practice and often contribute to greater stress in children's lives. Further, many families are unable to arrange quality, convenient before-and-after school child care; children inappropriately caring for themselves are at greater risk for negative social consequences.

The Nebraska Department of Education, Office of Early Childhood Care and Education annually issues a Request for Proposals to fund Continuity Grants designed to assist local communities to improve the quality and continuity of early childhood care and education programs, including school age child care, to young children and their families. These grants are intended to promote systemic change by promoting alternatives to the traditional philosophical, organizational and structural distinctions between "formal schooling" and early care and education. Grants may be funded to extend part day early childhood programs to full day, operate school age child care, or establish a special project as defined by the Child Care and Early Childhood Education Coordinating Committee annually. Funding for these grants comes from a portion of the federal Child Care and Development Block Grant designated to improve the quality and quantity of early care and education services.

A total of 23 grants have been awarded; six were new programs awarded beginning July 1, 1994. No new grants were awarded in July 1995. Grantees are eligible for funding up to three years, with decreasing amounts (one third less each year) in years two and three. All programs listed below were funded July 1, 1994 to June 30, 1995 except those marked * were funded January 1, 1994 to December 31, 1995.

Figure 6

Continuity Grant Awards

Recipient	Description	Children	Amount
Omaha Schools Foundation Luanne Nelson 3215 Cuming Street Omaha, NE 68131 (402) 557-2045	Full Day Child Development Program: Year 3. Extends the kindergarten and pre-kindergarten program at Spring Lake Elementary to full working day; includes pre-kindergarten children with disabilities.	50	\$10,347
Adventure Club & Y's Kids Peggy Hinrichs 1430 West 16th Street Hastings, NE 68901 (402) 463-3139	School Age Child Care: Year 3. Provides before and after school and summer program for older children; targets those in 5th and 6th grades.	20	\$3,995
UPCO/Whitehall Family Resource Center Barbara Gaither 5930 Walker Avenue Lincoln, NE 68507 (402) 471-3700	School Age Child Care: Year 3. Expands the enrollment of before and after school and summer program; integrates children with identified behavior difficulties.	30	\$10,667
Norfolk Public Schools Foundation Pamela Handke 512 Philip, P.O. Box 139 Norfolk, NE 68702-0139 (402) 371-9370	School Age Child Care: Year 3. Provides before and after school and summer program at six elementary school sites.	215	\$8,542
Boys and Girls Home of Nebraska Carole Utesch P.O. Box 127 South Sioux City, NE 68776-0127 (402) 494-4185	School Age Child Care: Year 3. Provides before and after school and summer program in cooperation with South Sioux City Public Schools.	80	\$11,111
Mid-Nebraska Community Services Jackie Harpst P.O. Box 2288 Kearney, NE 68848 (308) 234-2591	School Age Child Care: Year 3. Provides before and after school and summer program in Lexington.	20	\$6,200
SRI/Saint Elizabeth Child Development Center Helen Raikes 6816 L Street Lincoln, NE 68510 (402) 483-5500	School Age Child Care: Year 3. Expands the enrollment of before and after school and summer program; emphasis on successful integration of children with special needs.	60	\$11,167
Grand Island YWCA Candy Green 234 East Third Street Grand Island, NE 68801 (308) 384-8170	School Age Child Care: Year 3. Provides after school program at two sites.	155	\$10,400

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Salvation Army Child Development Center Sharon Hopson 3612 Cuming Street Omaha, NE 68131 (402) 554-5971	School Age Child Care: Year 3. Provides before and after school and summer program at the Salvation Army site.	40-summer 20-school	\$7,467
North Platte Community Day Care/Kids Connection Carrie Witte 300 West E Street North Platte, NE 69101 (308) 534-9222	School Age Child Care: Year 2. Provides before and after school program at nine elementary school sites. The summer program is available at a central location.	225	\$16,537
Elmwood-Murdock Education Foundation Bruce Friedrich 300 Wyoming Street Murdock, NE 68407 (402) 994-2125	School Age Child Care: Year 2. Provides a summer program in Elmwood and a before and after school program in Murdock.	80-summer 10-school	\$10,437
First Plymouth Preschool & Discovery Days Nancy Rosenow 2000 D Street Lincoln, NE 68502 (402) 476-8304	School Age Child Care: Year 2. Provides a before and after school program for kindergarten, Head Start & early childhood special education students. Increases collaboration between public and private programs. Provides increased parent support services.	25	\$14,641
School's Out Cody Shain Reffalt P.O. Box 323 Gering, NE 69341 (308) 436-7858	School Age Child Care: Year 2. Provides before and after school and summer program; extends hours and days of service to 24 hours and 7 days per week.	90	\$16,500
Ralston Public Schools Jo Boardman 8545 Park Drive Ralston, NE 68127 (402) 731-7477	Full Day Multi-Age Program: Year 2. Provides an inclusive, full working day program for children aged 4-7 years and their families.	90	\$23,331
Panhandle Community Services Beth Grass 3350 10th Street Gering, NE 69341 (308) 635-3089	Full Day Child Development Program: Year 2. Extends to full working day the Head Start program located at Panhandle Community Services/Western Nebraska Community College Child Care Center.	25	\$21,948
Cozad City Schools Kristi Albrecht 17th & Meridian, P.O. Box 268 Cozad, NE 69130 (308) 784-2154	Full Day Child Development Program: Year 2. Extends the program for preschool children with disabilities to full day, full year; collaborates with Head Start.	15	\$21,353
Rhyme & Reason Community Day Care Brenda Hirschert 3307 Avenue A Kearney, NE 68848 (308) 234-5127	School Age Child Care: Year 2.* Expands services to school age children in collaboration with Kearney Public Schools.	45	\$10,620

Blue Valley Community Action/Blue River Family Center Richard Nation P.O. Box 273 Fairbury, NE 68352 (402) 729-2278	Full Day Child Development Program: Year 2.* Extends to full day, part day special needs and part day Head Start programs.	25-30	\$35,000
Mums Rainbow Connection Child Care Center Sharee Kelly 111 Sprague Street, P.O. Box 58 Rushville, NE 69360 (308) 327-2386	School Age Child Care: Year 1. Provides before and after school and summer program.	24	\$25,000
Central Nebraska Community Services Sue Obermiller P.O. Box 509 Loup City, NE 68853 (308) 745-0780	Full Day Child Development Program: Year 1. Extends to full working day and summer the Head Start program in Columbus.	15-17	\$25,000
Montclair Elementary School Lora Felger 2405 South 138th Street Omaha, NE 68144 (402) 895-8250	Full Day Multi-Age Program: Year 1. Provides a full day, multi-age Preschool/Kindergarten program for children ages 3-6 years.	29	\$34,736
Family Service LeEtta Grabowski 501 South 7th Street Lincoln, NE 68508 (402) 441-7949	School Age Child Care: Year 1. Provides before and after school and summer TWEEN program for 11-12 year olds.	25-30	\$24,934
Rokeby School Dan Alberts R.R. 1 Lincoln, NE 68502 (402) 794-4791	School Age Child Care: Year 1. Provides before and after school and summer program.	15	\$8,500

THE BEFORE AND AFTER SCHOOL CHILD CARE PROJECT

The Before and After School Child Care Project was initiated in the summer of 1987 to increase the availability of quality child care for school-age children. The project is funded through a cooperative arrangement with the Department of Social Services and utilizes the federal Dependent Care Development Grant. Each year NDE awards a non-competitive grant to Family Services of Omaha to carry out the work of the project. In 1995-96, the grant was \$46,654; Family Service is required to provide an in kind match of 25 percent. Last year the match totaled \$65,800.

Activities of the project during the past year focused on training and technical assistance, both through direct services and a variety of collaborative efforts. The project is closely linked to the Early Childhood Training Center. Goals of the project over the past year were:

- To provide information to school districts and other providers or potential providers on developing school-age child care services.
- To provide technical assistance and training to facilitate the development, expansion, or improvement of school-age child care services.
- To participate in interagency activities designed to increase the quality and availability of school-age child care.
- To advocate for greater availability of quality school-age child care services through participation in public policy related activities.

The primary focus of the project continues to be the delivery of training to school-age care providers. Five trainers are currently active in presenting the training workshops. Fourteen topics are available. During the past year 82 workshops were held with a total participation of 1497. This represents an increase of 21.7 percent over the previous year. An analysis of training from 1990-95 shows the growth in participation in training.

Year	Number of Workshops	Participants
1990-91	42	500
1991-92	49	584
1992-93	80	962
1993-94	72	1230
1994-95	82	1497

The Project Coordinator served as the local coordinator for a week-long Leadership Institute on school-age care presented by Wellesley College and funded primarily through the AT&T Family Care Development Fund. Fourteen of the 17 participants in this Institute are employed by or work in school-affiliated programs. School-based/sponsored programs continue to be the fastest-growing segment of school-age care in the state.

THE NEBRASKA/IOWA PRIMARY PROJECT

A major project designed to influence the restructuring of the primary level of schooling began in 1991, in support of the State Board of Education's emphasis on early childhood education. In 1993, the Department published and began to distribute The Primary Program: Growing and Learning in the Heartland. The project is an unusual collaboration between the NDE Office of Early Childhood Care and Education, the Early Childhood Training Center, the Head Start-State Collaboration Project, and the Iowa Department of Education, including the Early Childhood Network of the Iowa Education Agencies. The resource for the project was the exemplary British Columbia Primary Program which the BC Ministry of Education granted permission to reprint to Nebraska and Iowa.

A bi-state Editorial Team comprised of kindergarten/primary educators from Nebraska and Iowa worked nearly 2 years to review the materials and make recommendations concerning revisions needed to reflect local Nebraska/Iowa needs and content. Their draft was then sent to nearly 200 educators across Nebraska and Iowa for review and suggestions.

In the two years since the initial publication of the document, the following activities have been accomplished in support of its implementation:

- Complimentary copies were sent to elementary schools.
- Nearly 200 Primary Program Facilitators received training in six 2-day workshops across the state. Facilitators conduct training and otherwise assist in local implementation efforts. Together with contact persons at each of the educational service units, the facilitators make up the Nebraska Early Childhood Network (NEC*N).
- Three volumes of Study Team Materials have been prepared. Study Team Materials are compilations of recent journal articles and other documents which relate to the content of The Primary Program. These materials support the formation of local Study Teams to research and consider implementation issues.
- Nebraska Educators associated with the project have been invited to present at national conferences. Nebraska and Iowa representatives were also invited by Ernest Boyer, recently deceased President of the Carnegie Foundation for the Advancement of Teaching, to provide input to his elementary education project recently published as The Basic School.
- Over 8000 copies of The Primary Program have been purchased by educators across Nebraska, Iowa, and the entire United States. There have also been several orders from Europe, Asia, and South America.

The partnership with Iowa continues to mature and to benefit both states. Tentative plans call for an update of the document to begin in 1997. See NDE Appendix E for a complete listing of NDE Office of Early Childhood Care and Education Publications.

ACCREDITATION OF EARLY CHILDHOOD CARE AND EDUCATION PROGRAMS

Indicators of Quality

The first edition of Indicators of Quality: Guiding the Development and Improvement of Early Childhood Programs in Nebraska (1989) was written to provide voluntary guidelines for center- and school-based early childhood programs and to establish goals toward which they could strive to better serve the children and families of Nebraska. The second edition of Indicators (1996), includes revisions which expand the document to represent additional settings in the field of early care and education.

Improving the quality of the early care and education system was identified as one of the goals of the Child Care and Early Childhood Education Coordinating Committee when it was formed in 1991. CCECECC formed the Program Recognition Subcommittee consisting of designated CCECECC members, staff representatives from the Nebraska Departments of Education and Social Services, and other external members from the early childhood care and education field. This subcommittee was given the charge of developing guidelines for home-based and school-age care programs, which would build on the original Indicators of Quality, in addition to the task of reviewing and revising the center-based and school-based guidelines.

A significant outcome was the evolution of single document which recognized that most indicators of quality are the same for all settings; home-based, center-based, school-based early childhood programs and school-age care programs. Some differences exist in materials, staffing, and programming based on settings and ages of children, and the guidelines identify where those differences exist. It is anticipated that this document will promote and support the unification of all sectors of the early care and education field in the commitment to high quality programs for children in Nebraska.

Development of a Voluntary State Accreditation Process

The Quality Child Care Act provides for the development of a voluntary process for the accreditation of early childhood care and education programs. This provision was proposed by the Task Force which advised the Health and Human Services Committee at the time that the Act was under development. In addition, the State Board of Education recommended the development of such a process through their adoption of a recommendation proposed by its Early Childhood Task Force in 1989.

It is anticipated that a draft rule will be presented to the State Board of Education during 1996. The rule is being developed to correspond with the guidelines in the Indicators of Quality. These voluntary standards will require a higher level of quality than licensing through the Department of Social Services, but are less demanding than accreditation provided through national organizations (National Association for the Education of Young Children and the National Association for Family Child Care) and can, thereby, be accessed by a greater number of Nebraska programs.

Achieving accreditation provides the opportunity for early childhood care and education programs to show parents and the community that their setting offers children greater opportunity to grow and develop to their highest capacity. Research on early childhood programs consistently shows that high quality programs have greater benefits for children.

Accreditation Enhancement Project

The Accreditation Enhancement Project gives center-, home-, and school-based early childhood care and education programs the opportunity to apply for funds to help with the costs of seeking national accreditation through the National Association for Family Child Care (NAFCC) or the National Association for the Education of Young Children (NAEYC). This initiative is funded through the Child Care and Development Block Grant. Early childhood care and education projects funded through the Department of Education agree to seek accreditation as a condition of continued funding.

Nebraska currently has fourteen (14) NAEYC accredited programs and one (1) NAFCC accredited program. NAEYC accredited programs are:

- Center for Children, Omaha
- Trinity Infant & Child Care Center, Lincoln
- Welcome School, Bellevue
- Meadowlane Nursery School, Lincoln
- Bryan Child Development Center, Lincoln
- Centennial Mall Child Care Center, Lincoln
- Southeast Community College Child Care Center, Lincoln
- First Plymouth Preschool & Discovery Days, Lincoln
- Edward Zorinsky Child Care Center/Children's Center, Omaha
- Chadron State College Child Development Center, Chadron
- University of Nebraska Medical Center Child Care Center, Omaha
- Head Start Child & Family Development Program, Hastings
- Offutt Air Force Base Child Development Programs, Offutt AFB
- Sunset Hills Early Childhood Center, Omaha

The NAFCC accredited program is operated by Linda Gambrel of Omaha.

Seventy seven (77) individuals and programs have requested application materials. Ten (10) applications have been received and approved. Programs receiving funding from the Accreditation Enhancement Project IN 1994-95 are:

- Western Nebraska Child Development Center, Scottsbluff
- First Plymouth Preschool/Discovery Days, Lincoln
- Family Service, Lincoln
- Mum's Rainbow Connection, Rushville

- Southeast Community College Child Development Center, Lincoln
- Rhyme & Reason Community Day Care, Kearney
- Mid-Nebraska Community Services Head Start, North Platte
- Bryan Child Development Center, Lincoln
- Columbus Head Start/Child Care Center, Columbus
- Belmont Community Center, Lincoln
- Roper Elementary School/Willard Community Center, Lincoln

EARLY CHILDHOOD DATABASE PROJECT

A database designed to provide convenient information about existing early childhood care and education programs, services, grant projects, and various state level committees is being developed. The first phase of the project includes a formatted mailing label database and other contact information, e.g. phone, fax, Internet addresses. The contact information is available according to separate or merged lists, in alphabetical or ZIP code order. Programming for this initial phase has taken longer than anticipated in the attempt to develop a system with a high level of flexibility and accessibility to multiple users. Collection and updating information will be an ongoing process; having it in a centralized location has promise for maintaining current information available to policy makers, other state agencies, and communities to promote collaboration at local, regional, and state levels.

In 1995-96, descriptive profiles of early childhood programs which are accredited or receive grant funds through the Department of Education (e.g. Continuity Grants, Training Projects, Even Start, etc.) will be developed. Profiles will include program characteristics, population served, location, funding sources, etc. The program segment of the database will have the capability of interfacing with the mailing label data.

The Department of Education, Office of Early Childhood Education, with financial assistance from the Head Start-State Collaboration Project, is administering the database project.

EARLY CHILDHOOD TRAINING CENTER

The **Early Childhood Training Center** is a statewide project which provides services designed to support the professional development of staff who work in part- or full-day early childhood and family support/education programs in center-, school-, and home-based settings. This includes programs in child care centers; part-day public and nonpublic prekindergarten (preschool/nursery school) programs; Head Start programs; programs serving young children with disabilities and their families; parent education programs; family literacy programs; family child care; and kindergartens, primary grades, and before- and after-school programs in elementary schools. NDE Appendix F provides specific data on the work of the Center.

The Center's mission is to provide, enhance, and coordinate professional development opportunities across the state and to promote an interdisciplinary model of training. The Center believes that these approaches will enable those who provide care and education to young children and their families to design services which:

- create partnerships with families
- offer the highest quality of care and education possible
- promote the optimum development of all children

Staff at the Center believe that these goals are more likely to be accomplished when staff working with young children and their families have opportunities to enhance their own development through a variety of pre-service and inservice opportunities including:

- Independent Study
- Study Teams
- Mentoring
- Workshops and Regional Training
- Consultation
- Classes for Credit

The Center cooperates with professional organizations, teacher education programs, county extension educators, and others who provide professional development opportunities in the early childhood care and education field.

SERVICES OF THE CENTER

Brokering/providing on-site training and consultation: The Center links experts across the state with those programs/agencies who request training on a wide variety of topics related to early childhood and family education. Trainers are current practitioners with demonstrated expertise--teachers/caregivers, teacher educators, program administrators, doctors, psychologists, social workers and therapists--who bring their skills and knowledge to local communities to share with those working directly with children and families. Training and consultation are tailored and developed to meet the needs of each audience.

Developing and supporting specialized training and training groups: The Center has provided/cooperated in the creation of several groups of trainers. These trainers are located across the state and are part of pool of training specialists who can be contacted to respond to training/consultation requests. The Center supports these training groups with newsletters, periodic retreats, and other professional renewal opportunities.

- **Early Intervention Implementation Training** - The Center facilitates and develops training associated with the implementation of the Early Intervention Act. This State Legislation implements the Federal Law, P.L. 99-457 and augments services to infants and toddlers with disabilities and their families.
- **Regional Training for Programs licensed by the Department of Social Services** - Funds available from the Federal Child Care and Development Block Grant is supporting the development of training available at no cost to staff in licensed programs.
- **High/Scope Training and Consultation** - About two dozen consultants from across the state are available to train/consult in the High/Scope framework which emphasizes active and child-initiated learning.
- **Family Systems Project** - About two dozen consultants from various agencies across the state assist local staff in working more effectively with families who have young children with special needs. A family-centered perspective permeates all programs and services of the Center.
- **The Primary Program** - The Primary Program: Growing and Learning in the Heartland, an adaptation of the British Columbia Primary Program, is a comprehensive framework for programs serving children in the early years of elementary school developed cooperatively by early childhood educators in Iowa and Nebraska. The Center provides information on how to arrange training with the 200 Primary Program Facilitators across Nebraska.
- **Mentor Project** - This project provides training for professionals wishing to work in a mentor role with an early care and education colleague. Mentors will also work with programs seeking accreditation via the National Association for the Education of Young Children, the National Family Child Care Association, and the Department of Education processes.
- **Early Childhood Care and Education Management Training Project** - This project is a joint effort with Family Service of Omaha and partial funding from Aksarben. The pilot phase is nearing completion in Norfolk and Omaha. The curriculum consists of 12 training sessions including information on topic related to establishing and operating a quality program.

Helping to coordinate training resources: The Center works cooperatively with a number of groups to carry out its mission to enhance early care and education training opportunities:

- Child Care and Early Childhood Education Coordinating Committee and the Professional Development Advisory Subcommittee
- Nebraska Interagency Coordinating Committee (Early Intervention for Infants and Toddlers with Disabilities and Their Families)

Cooperating with related training initiatives: Supporting current practitioners and developing the training resources necessary to create the early care and education work force necessary to meet future needs requires the participation of many agencies/institutions. The Center supports a broad array of training initiatives through direct participation and media services. Current partners include:

- Before and After School Child Care Project (Family Service of Omaha)
- Training Grantees funded through the Child Care and Development Block Grant
- Nebraska Diagnostic Resource Center
- Nebraska State Literacy Resource Center
- Child Development Associate Credentialing via the Association of Community Action Agencies
- Nebraska Parent Center
- Professional Organizations
- Nebraska Teacher Education Programs
- Community College Child Care/Early Childhood Programs
- Child Care Food Program Sponsors
- Resource and Referral Agencies
- Nebraska Early Childhood Network (NEC*N)

Providing multimedia services: A multitude of print and audio-visual titles can be found at the Center. These materials have been selected to support staff who work with young children and their families. In addition, searches can be conducted through ERIC and other on-line data bases. There is no cost for borrowing materials except for return postage.

Staffing ChildLine (1-800-89-CHILD): A toll-free line and a listening, caring ear is available to programs to access information about working with children and families, licensing, and how to start a child care home or center. ChildLine may be used to secure resource materials--articles, books, tapes, videos, and handouts.

Developing and disseminating materials: The Center develops and disseminates materials to support training and enhanced services to children and families. The center may be contacted for information about how to obtain the materials described below:

- **Good Beginnings Parent Education Curriculum** - Developed with funding from the Department of Social Services, these materials are designed for the delivery of parenting education in a variety of settings and formats. The Center arranges training and support

for community agencies interested in using the materials.

- **Mailings to DSS Licensed Programs** - Programs receive mailings three times annually. Each mailing contains articles and pamphlets on a special theme. The mailings are intended to assist home- and center-based early care and education programs to build a professional library of current, high quality materials.
- **Training Modules** - These modules are designed to permit local program directors to deliver training on-site to their staff. Modules contain everything needed to conduct an inservice including an outline, handouts, a listing of media available from the center. Topics for modules are selected based on the high frequency questions directed to ChildLine.

Organizing collaborative conferences: Each year the Center assumes major organizational responsibility for conferences targeted to staff in early care and education programs:

- **Early Years: Children, Families, and Communities** - First held in 1979, Early Years occurs annually in the spring and is a collaboration among the State Departments of Education and Social Services and the Head Start Resource Access Project. It is designed for staff who work with young children with disabilities and their families and currently attracts over 400..
- **Iowa/Nebraska Family Literacy Conference** - First held in 1994, this conference brought together over 150 persons interested in advancing family literacy. The conference provides an opportunity for collaboration among the Even Start Family Literacy Projects in the two states.

Operating the Early Childhood Training Registry: The Registry assists staff in programs to access information about available training in a common format. Piloting of the Registry is being conducted through Regional Training Grants funded by the Department of Education via the Child Care and Development Block Grant. Ultimately, the Internet system will be used to transmit information to a broad audience across the state.

SPONSORSHIP OF THE CENTER

The Center is a service of the Nebraska State Department of Education, Offices of Early Childhood Care and Education and Special Populations, and is administered by Educational Service Unit #3. Some projects and services are offered through the support of other state agencies, federal grants, and public-private partnerships. Others are supported through fees for service. The Center began in 1976 as a statewide project to support the training needs of staff working with young children with disabilities. Although the services and audiences have expanded over the years, the commitment to interdisciplinary and cross-auspice training has remained constant. In 1990, the Center was formally authorized by the Nebraska Legislature in the Early Childhood Act.

EARLY CHILDHOOD CARE AND EDUCATION TRAINING GRANTS

Regional Training Projects

Regional Training Projects are collaborative efforts among several entities to coordinate existing training and provide new training to meet the needs of early childhood care and education caregivers/teachers within specified regions. The funds for these grants come from that portion of the federal Child Care and Development Block Grant specifically designated to improve the quality of early childhood programs and school age services. Through the Quality Child Care Act (LB 836, 1991 Legislature) and the Early Childhood Education Act (LB 567, 1990 Legislature), state and federal resources are being directed toward these ends, recognizing that personnel training is an investment in all the children of the state.

These projects have been required to identify and address the needs of persons working in all types of child care and early childhood programs in the region, including home-, center-, and school-based programs in their regions. Regions for grant projects are based on the boundaries of one or more educational service units. In 1994-95, grants in amounts ranging from \$18,000 to \$25,000 each were awarded to four projects in the following regions (see attachment): a) ESU 5, 6, and 18; b) ESU 3 and 19; c) ESU 4; and, d) ESU 13. Grants are administered by the NDE Office of Early Childhood Care and Education, in cooperation with the Early Childhood Training Center and the Department of Social Services, Resource Development and Support Unit.

Regional Training Project Partners vary in each of the four projects; the following entities are represented in the collaborative partnerships:

- affiliates of professional organizations
- child care food program sponsoring agencies
- community action agencies (CAPs), including Head Start leadership
- educational service units (ESUs)
- family service agencies
- Head Start grantees (if not part of a CAP)
- institutions of higher education
- UN-L County Extension Divisions

Grantees work with the Early Childhood Training Center in the regional development of the Early Childhood Training Registry and have been expected to give leadership in exploring use of Internet to support professional development activities. Grantees are eligible to apply for continuation funding for ensuing years dependent on successful progress toward the goal of effective, coordinated, and collaborative training efforts. The intent is to expand to an increasing number of regions each ensuing year. Due to decreasing funds, an RFP for grants in amounts of \$2,500 for a six-month planning period was issued to support this intent during 1995-96.

Local One-Two Day Conferences

Fourteen grants in amounts up to \$2,000 were awarded to assist local training projects in

conducting one-two day, multi-session conferences or workshops. Grantees offered training opportunities which were open to home-, center-, and school-based early care and education staff and enabled participants to attend at minimal cost. Training content is required to be congruent with the competency goals of the Child Development Associate (CDA) credentialing program. Each of these projects, most with leadership of UN-L County Extension Divisions, utilized multiple agencies in conference planning and development. The 14 grants supported conferences at sites across the state.

Figure 7
TRAINING GRANT AWARDS
July 1, 1994-June 30, 1995

1994-95 REGIONAL TRAINING GRANTS

Applicant	Description	Amount
Family Service of Lincoln LeEtta Grabowski 501 South 7th Lincoln, NE 68508 (402) 441-7949	Regional Training Grant Project collaborators include Family Service, ESU #5, ESU #6, Cooperative Extension, Lincoln Association for the Education of Young Children (LAEYC), Lincoln/Lancaster Health Department, Lincoln Public Schools & Federal Programs, Southeast Community College, The Gallup Organization.	\$25,000
Family Service of Omaha Phyllis Chandler 2240 Landon Court Omaha, NE 68102-2497 (402) 345-9118	Regional Training Grant Lead collaborators in this project are Family Service, ESU #3, and Cooperative Extension in Douglas and Sarpy Counties. Additional collaborators include Omaha Association for the Education of Young Children (OAEYC), Omaha Area Early Childhood Administrators Group, Omaha Public Schools and Head Start, Omaha Midtown Early Childhood Education Center.	\$25,000
Southeast Community College Jean Albrecht Contact: Kathy Palmer Falls City Parent Child Center (402) 245-3005	Regional Training Grant Lead collaborators in this project are ESU #4, Falls City Public Schools, Peru State College, Southeast Community College, and Southeast Nebraska Head Start.	\$24,957
Educational Service Unit #13 Denise Wright 4215 Avenue I Scottsbluff, NE 69361 (308) 635-3696	Regional Training Grant Project collaborators include ESU/Planning Region 13 Interagency Coordinating Council, Children's Day Out Preschool, Northfield Elementary School, the Early Intervention Project, University of Nebraska Cooperative Extension, Sharing Opportunities and Resources (SOAR), Department of Social Services, and Parents.	\$17,369

1994-95 LOCAL ONE-TWO DAY TRAINING GRANTS

Applicant	Description	Amount
Madison County Extension Maddie Pedersen Box F Battle Creek, NE 68715 (402) 675-2785	Local One-Two Day Training Grant A one-day, multi-session conference for approximately 170 participants will be held in Norfolk on 9/20/94. Keynote speaker: Mike Remus	\$1301
Buffalo County Extension Carol Schwarz 1400 East 34 Street Kearney, NE 68847 (308) 236-1235	Local One-Two Day Training Grant A one-day, multi-session conference for approximately 250 participants will be held in Kearney on 9/17/94.	\$2000
Adams/Clay County Extension Cindy Strasheim 111 West Fairfield Clay Center, NE 68933 (402) 762-3644	Local One-Two Day Training Grant A one-day, multi-session conference for approximately 350 participants will be held on 10/15/94. A "child care clinic" will be held concurrently to increase the skills of adolescent caregivers.	\$1000
Dodge County Extension Jodene K. Jurgung Dodge County Extension 1206 West 23rd Street Fremont, NE 68025 (402) 727-2775	Local One-Two Day Training Grant A one-day, multi-session conference for approximately 200 participants will be held on 10/15/94.	\$1250
Polk/Seward/York/Butler County Extension Dianne M. Zeilinger 216 South 9th Street Seward, NE 68434 (402) 643-2981	Local One-Two Day Training Grant A one-day, multi-session conference for approximately 150 participants will be held on 10/22/94. Keynote speaker: Sue Schlichtemeier-Nutzman	\$1498
Scotts Bluff County Extension Cathy Johnston 1825 10th Street Gering, NE 69341 (308) 436-6622	Local One-Two Day Training Grant A one-day, multi-session conference for approximately 250 will be held on 10/22/94. Keynote speaker: Madelyn Smith	\$1375
Custer County Extension Beth Slagle 431 South 10th Street Broken Bow, NE 68822 (308) 527-3867	Local One-Two Day Training Grant A one-day, multi-session conference for approximately 100 participants will be held in Broken Bow on 11/5/94. Keynote speaker: Sue Schlichtemeier-Nutzman	\$1000
McCook Community College Tyler Esch 1205 East 3rd McCook, NE 69001 (308) 345-6303	Local One-Two Day Training Grant A one-day, multi-session conference will be held in McCook in January 1995. A resource library will be developed.	\$2000

Hall/Hamilton/Merrick County Extension Jeanette Friesen 3180 West Highway 34 Grand Island, NE 68801 (402) 694-6174	Local One-Two Day Training Grant A one-day, multi-session conference for approximately 200 participants will be held in Grand Island on 2/4/95.	\$1200
B-K-R County Extension Carol Plate 148 West 4th Street Ainsworth, NE 69210 (402)387-2213	Local One-Two Day Training Grant A satellite series September-November 1994 on "Feeding Young Children in Group Settings" and a one-day conference for approximately 80 will be held in Ainsworth on 2/4/95. Keynote speaker: Pauline Zeece or Pat Steffens	\$838
Fillmore/Thayer/Nuckolls County Extension Judy Weber 972 G Street Geneva, NE 68361 (402)759-3712	Local One-Two Day Training Grant A one-day, multi-session conference for approximately 85 will be held in Geneva on 2/11/95. Resources for check-out in three counties will be purchased.	\$2000
Phelps/Harlan/Furnas County Extension Leslie Crandall 1308 Second Street Holdrege, NE 68949 (308) 995-4222	Local One-Two Day Training Grant A one-day, multi-session conference for approximately 150 participants will be held in Holdrege on 2/25/95.	\$1525
Chadron State College Kim Madsen 1000 Main Street Burkhiser Technology Com. Chadron, NE 69337 (308) 432-6372	Local One-Two Day Training Grant A two-day, multi-session conference for approximately 500 participants will be held in Chadron on 4/21 & 22/95. Keynote speaker: Barbara Coloroso	\$1500
Platte County Extension Genevieve Remus P.O. Box 126 Columbus, NE 68602 402) 563-4901	Local One-Two Day Training Grant A one-day, multi-session conference for approximately 145 participants will be held in Columbus in Spring 1995.	\$1960

BEST COPY AVAILABLE

TRAINING GRANT AWARDS

July 1, 1995 - June 30, 1996

1995-96 REGIONAL TRAINING PROJECTS - CONTINUATION AND PLANNING GRANTS

Continuation Grants for Year 2 Regional Training Projects have been awarded to Year 1 Projects which demonstrated progress in their first year toward goals in developing a high level of collaborative, coordinated regional planning and dissemination of training and training information. These projects are the continuation of a pilot effort to promote systemic change in the use of training resources at the local level. **Regional Training Project-Planning Grants** have been awarded to applicants which demonstrate the need, capacity, and collaborative commitment to develop plans for an ongoing Regional Training Project consistent with the intent and guidelines of the Request for Proposals (RFP). All Regional Training Projects, including Planning Grantees, are required to work with the Early Childhood Training Center in the regional development of the Early Childhood Training Registry and are expected to give leadership in use of the Internet system to support professional development efforts.

Grant Recipient	Description	Amount
Region: ESUs #5, #6, and #18 Fiscal Agent: Family Service of Lincoln 501 South 7th Lincoln, NE 68508 Contact: LeEtta Grabowski (402) 441-7949	Regional Training Project - Year 2 Project collaborators include Family Service, ESU #5, ESU #6, Cooperative Extension, Lincoln Association for the Education of Young Children (LAEYC), Lincoln/Lancaster Health Department, Lincoln Public Schools & Federal Programs, Southeast Community College, The Gallup Organization. Proposed activities for Year 2 include: 1) expansion of training needs assessment in ESU 5 and 6, 2) expansion of training opportunities, including infant care training, 3) continuation of regional training calendar, including establishment of World Wide Web home page information, 4) articulation of CDA credit and Southeast Community College credit for courses and Family Service training modules, 5) participation in the Early Childhood Mentor Project.	\$15,000
Region: ESUs #3 and #19 Fiscal Agent: Family Service of Omaha 2240 Landon Court Omaha, NE 68102 Contact: Phyllis Chandler (402) 345-9118	Regional Training Project - Year 2 Project collaborators include Family Service, ESU #3, University of Nebraska Cooperative Extension in Douglas and Sarpy Counties, Omaha 2000, and Omaha Association for the Education of Young Children. Proposed activities for Year 2 include: 1) expansion of training calendar, 2) continuation and development of specific training initiatives, and 3) implementation of a mini-grant process to fund training activities which respond to the needs assessment of Year 1, with emphasis on development of training formats other than workshops.	\$18,000
Region: ESU #4 Fiscal Agent: ESU #4 919 - 16th Street Auburn, NE 68305 Contact: Margaret McInteer (402) 274-4354	Regional Training Project - Year 2 Project collaborators include ESU #4, Southeast Nebraska Head Start, Falls City Public Schools/Parent-Child Center, Peru State College, Child Nutrition Services, Early Intervention, and Southeast Community College. Proposed activities for Year 2 include: 1) workshops for early childhood caregivers/teachers and parents across programs in the five-county area, 2) expanded involvement of early intervention and nutrition services in training, 3) follow-up to Internet training and use, 4) continued child care newsletter/calendar, and 5) Providers Day Out conference.	\$14,200

Region: ESU #13 Fiscal Agent: Panhandle Community Services 3350 10th Street Gering, NE 69341 Contact: JoAnne Begley (308) 635-3089	Regional Training Project - Year 2 Project collaborators include Panhandle Community Services/Head Start ESU 13 SOAR (Sharing Opportunities and Resources)/Planning Region 13 Interagency Coordinating Council, Western Nebraska Child Development Center, In-Home Care Providers, University of Nebraska Cooperative Extension/Scottsbluff County, and Department of Social Services. Proposed activities for Year 2 include: 1) coordination of listing and promoted usage of existing training and training resource libraries, 2) use of variety of training formats, including public service announcements about child rearing and public access to early childhood professional through a "talk line", 3) career awareness activities, and 4) providing financial and personnel support for designated training events/activities.	\$12,500
Region: ESU #16 Fiscal Agent: University of Nebraska Cooperative Extension-Lincoln County 115 West 4th North Platte, NE 69101 Contact: Connie Francis (308) 532-2683	Regional Training Project - Planning Grant Project collaborators include University of Nebraska Cooperative Extension-High Plains Six EPU, Great Plains Regional Medical Center/Healthy Start, Department of Social Services, Mid-Plains Community College, Panhandle Family Day Care/Child and Adult Care Food Program, Joyland Nursery School, Mid-Nebraska Community Services/Head Start, North Platte Public Schools/Child Development Center, Educational Service Unit #16, Early Intervention Planning Region, Lutheran Family Services, North Platte Community Day Care and Preschool, and Region II Parent Education Center.	\$2,500
Region: ESU #15 Fiscal Agent: McCook Community College 1205 East 3rd McCook, NE 69001 Contact: Tyler Esch (308) 345-6303	Regional Training Project - Planning Grant Project collaborators include McCook Community College, Southwest Nebraska Child Advocacy Team, Nebraska Conference of the United Methodist Church-Southwest District, Cooperative Extension-Red Willow County, Mid-Nebraska Community Services/McCook Head Start, Region II Parent Education Center, Family Service, and Department of Social Services.	\$2,500

1995-96 LOCAL TRAINING PROJECTS - SPEAKERS FUND MINI-GRANTS

Grant Recipient	Description	Amount
Univ of Nebr Cooperative Extension Saline/Gage/Jefferson Counties 306 W. 3rd Street Wilber, NE 68465 Leanne Manning (402) 821-2151	Location: Beatrice Date: 10/7/95 Conference fee: \$5 Projected number of participants: 80-100	\$500
Univ of Nebr Cooperative Extension Custer County 431 South 10th Avenue Broken Bow, NE 68822 Sarah Effken Purcell (308) 872-6831	Location: Broken Bow Date: 10/7/95 Conference fee: \$15 Projected number of participants: 60	\$500
Mid-Plains Community College Lincoln County 601 West State Farm Road North Platte, NE 69101 Thomas J. Gorman (308) 532-8980	Location: North Platte Date: 10/7/95 Conference fee: \$15 Projected number of participants: 125	\$500

Univ of Nebr Cooperative Extension Madison County P.O. Box F Battle Creek, NE 68715 Maddie Pedersen (402) 675-2785	Location: Norfolk Date: 8/12/95 Conference fee: \$15 Projected number of participants: 175	\$500
Univ of Nebr Cooperative Extension Adams/Clay Counties 111 West Fairfield Clay Center, NE 68933 Cindy Strasheim (402) 762-3644	Location: Hastings Date: 10/14/95 Conference fee: \$18 Projected number of participants: 125	\$500
Univ of Nebr Cooperative Extension North Central Nebraska 148 West 4th Ainsworth, NE 69210 Carol Plate(402) 387-2213	Location: Ainsworth Date: 2/10/96 Conference fee: \$8 Projected number of participants: 80	\$500
Univ of Nebr Cooperative Extension Hall/Hamilton/Merrick Counties 3180 West Highway 34 Grand Island, NE 68801 (308) 694-6174	Location: Grand Island Date: 2/10/96 Conference fee: \$18.50 Projected number of participants: 250	\$500

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POSTSECONDARY EARLY CHILDHOOD INITIATIVES

Workforce Development Conferences

A Nebraska conference, *Preparing the Early Care and Education Workforce: Needs--> Issues--> Action*, was held in September 1994 to address early childhood care and education training needs across the state. The conference was a pioneering effort to bring a broad range of the early childhood care and education workforce together with teacher preparation faculty representatives from higher education and other training providers for the purpose of collaborating to identify priority needs, issues, and actions. Participants represented the diversity of the field, including teacher education institutions, administrators and practitioners in early childhood care and education programs, entities that provide early childhood/elementary education in service and staff development, parents, policy makers, and other disciplines that impact young children and families.

A Conference Report (see Appendix G) presents the work and recommendations of the participants with focus on five priority areas identified as:

- **FUNDING**
- **PUBLIC RELATIONS**
- **TRAINING DELIVERY**
- **STANDARDS**
- **COLLABORATION**

This report has been disseminated to a number of groups and used for consideration in making decisions that impact the early childhood field. Conference group consensus called for follow-up action and reconvening the conference on an annual basis to continue to stimulate and support more action. A work group to develop a planning framework based on the conference recommendations, scheduled for September 1995, will serve as a working agenda when the conference is scheduled to reconvene in February 1996.

This event was sponsored by the Department of Education, in collaboration with the Professional Development Advisory Committee of the Child Care and Early Childhood Education Coordinating Committee and the Head Start-State Collaboration Project..

Endorsement Review

The 1994 conference recommendations called for review and revision of the teacher education endorsement requirements. Due in part to this recommendation, the Nebraska Council for Teacher Education has established an *ad hoc* committee to study the feasibility of unifying the Early Childhood and Early Childhood Special Education endorsements at the undergraduate level. The committee is meeting and the work is progressing.

NDE Appendices

- A. NDE Early Childhood Purpose Statement
- B. Executive Summary - Evaluation of the Early Childhood Education Pilot Projects
- C. Example of What's Up Newsletter
- D. Example of Of Primary Interest Newsletter
- E. Office of Early Childhood Care and Education Publications
- F. Early Childhood Training Center Statistics
- G. Early Childhood Workforce Conference Proceedings

4-1-95

EARLY CHILDHOOD CARE AND EDUCATION PURPOSE STATEMENT

Promote the development of a voluntary statewide system of effective, coordinated, community-based early childhood and family education so that all Nebraska children and families are able to obtain maximum opportunities for growth and development.

CORE VALUES

1. Parents have the primary responsibility for and influence on their children's development and learning; therefore, programs and services designed to serve young children must be family-centered.
2. Outcomes for children in the birth through age eight age range are strengthened when programs and services display research-based elements of quality including:
 - Staff trained in child development
 - Low staff-child ratios and group sizes
 - Developmentally appropriate curriculum, methodology, and assessment
 - Extensive family involvement and access to resources
 - Culturally responsive approaches
 - Ongoing staff development and supportive supervision
3. Early Childhood care and education programs/services must include attention to all domains of development (social/emotional, intellectual, language, physical, and aesthetic) and facilitate access to needed health and social services.
4. All children benefit when they have optimum opportunities to interact in groups comprised of children of diverse backgrounds and characteristics.
5. More equitable alternatives to current educational practices such as early labeling and grouping, assignment to extra-year classes, grade retention, and the delay of kindergarten entrance are needed. Such practices limit the potential achievement of all children, but especially of children from minority groups, with disabilities, and/or those from less advantaged backgrounds.
6. Collaboration among the variety of public and private programs and services is required to assure that child and family needs are met and that the most efficient use is made of public resources.

**Evaluation
for
Nebraska Early Childhood
Pilot Projects
Second Year Report**

This report has been prepared by:

Linda Ingram, M.A., Project Evaluator
Robert Brown, PhD, Consultant

EXECUTIVE SUMMARY

Introduction

The Early Childhood Act, passed by the Nebraska Legislature as LB567, in 1990, provided for three year funding of four early childhood education pilot projects which were intended to address the developmental needs of children through direct services to children and/or through parent education programs. Pilot projects were subsequently funded as follows: 1) Bellevue Public Schools/Child Saving Institute; 2) Falls City Public Schools/Head Start; 3) Gering and Scottsbluff Public Schools/ Panhandle Community Services; and 4) Omaha Public Schools/Head Start/Family Services. These sites were selected based on geographical distribution, diversity of rural-urban environments, population base, and the nature and quality of their proposals. Each project site represents a distinctly unique educational environment and involves collaboration among a variety of community agencies.

The ultimate objective of all the pilot projects is to enhance the early childhood development of children from birth through their prekindergarten years. All projects are child- and family-centered, but each project site focuses on different aspects of the child's learning and social environment. The Falls City/Head Start and Omaha Public School/Head Start/Family Services sites provide center-based environments and family services. The Gering/Scottsbluff/Panhandle Community Services project focuses on teen parents and their children. And, the Bellevue Public Schools/Child Saving Institute project, through its parent education program, provides home-based programs for families and their children.

Indicated below is the total number of families and children in each community who received services in the second year.

Number of families served		Number of children served	
Gering/Scottsbluff	17	Omaha	36
Bellevue	<u>118</u>	Falls City	<u>44</u>
Total	135	Total	80

Past evaluations of efforts to provide early childhood education suggest that:

- 1) Parent involvement is an essential dimension of a child's educational and social development; and, 2) Early childhood education must provide experiences which are age appropriate and individually appropriate for each child.

"Yes, the abuse has stopped. I'm still learning to have more patience with the children. I ask for help when I need it and realize it's okay to ask."

- Project Parent

Purpose of the Evaluation

The purposes of the evaluation of the Early Childhood Pilot Projects were three-fold during this **second year**: 1) To continue collecting information for formative purposes to assist the development of each program by providing on-going information to Program Directors and to the Nebraska Department of Education; 2) To lay the foundation for long-term follow-up of children and families; and 3) To begin assessing the impact of the programs on children and families.

Evaluation activities have included:

- On-going documentation and monitoring of program development at the four sites relating to: (a) staff and organization, (b) recruitment of participants, and (c) agency cooperation and collaboration,
- Gathering perspectives of a variety of stakeholders regarding cooperation and collaboration,
- Documenting appropriate practices at center sites and home-based programs, (e.g., "hands-on" activities, cooperative interaction, and safe, caring environment).

Longitudinal Study

The Early Childhood Act (LB567) which authorizes these pilot projects requires, as a part of the evaluation, that an objective measure be used to determine children's progress as a result of participating in the project. Accordingly, control groups were established during year one for the center-based projects in Omaha and Falls City by selecting a group of similar children in the kindergarten class, just one year older than the initial group of children in the pilot projects. This permits comparisons to be made as children served in the project reach a similar age and thereafter on an annual basis over a period of several years, or as long as a sufficient number of children in each group can be assessed in order to make the comparison valid. Comparison data on academic achievement as a result of prekindergarten program participation has been found to be valid only when examined over a long period of time, preferably until participants achieve high school graduation.

The standardized test being used to measure academic progress for pilot project participants is the Woodcock-Johnson. The scores for all three areas tested (reading, mathematics and language) show an increase in scores for children in the early childhood project compared to the control group. In Falls City, the language scores were significantly higher than the control group, whereas, in Omaha, the reading scores were significantly higher.

"I've benefited from the teacher. We worked on self-esteem, discipline and she hooked me up with resources. She helped me get back into school and get me out of an abusive relationship."

- Project Parent

Issues/Improvement Goals For Year Two

Each program established goals for the second year of the project. The goals were arrived at by the project staff and through discussions with the project evaluator. The narrative below describes accomplishments related to each project's own goals.

Gering Public Schools/Scottsbluff Public Schools/Panhandle Community Services

- Cost benefits of the project could be calculated. The economic impact of providing education and training which will provide income to the family can be illustrated by examining the cost of providing AFDC and related social, medical and housing programs.

In the case of a single parent with one child, estimated annual costs to the government, i.e., taxpayers, would include:

AFDC payment	\$293/month	
Food stamps	180/month	
Subsidized housing	360/month	
Medicaid (estimate)	175/month	
WIC/commodities	<u>50/month</u>	
	\$1,058/month	(approx. \$12,696/year)

In addition, the family might receive assistance from other programs such as Low Income Energy Assistance. The income used in total calculations is tax free.

Over the course of eighteen years, these costs would total approximately \$228,528 per family.

This can be compared to the cost of providing quality child care and education programs for the parent over a four year period, estimating an additional cost of \$5,859 per year for four years, (\$74,220). The savings for twenty-four teen parents over the eighteen year period would be approximately \$3,703,392.

"I am able to work with my husband parenting and not against each other. We've learned to be more consistent with discipline."

- Project Parent (Note: The most conservative dollar amounts were used to reflect the cost benefit.)

- The position of Director, Child Care Coordinator and Social Service Coordinator were combined.
- Advisory Board meets quarterly.
- Coordinators meet once a week.
- Seven out of eight seniors graduated in Spring of 1994. Mothers "A", "B", "C", and "D" are enrolled at Western Nebraska Community College. Mother "E" obtained the C.N.A. (Certified Nurses Assistant) license. Mothers "F" and "G" are married and are financially independent.
- From the 1993 graduates, Mothers "A" and "B" have their L.P.N. (Licensed Practical Nurse) license and Mother "C" has her C.N.A. license. Mother "D" is in a managerial position while "E" is working in a hospital office and is going to school to be a hospital administrator. Mother "F" is married and working at a child care center and is financially independent.

- Additional grant monies (\$10,000) were awarded to begin a class for fathers in the fall of 1994.
- Individual Action Plans for each mother were written with both long and short term goals formulated.

Omaha Public Schools/Head Start/Family Services

- Initiated weekly staff meetings to discuss children and parents to generate strategies for families.
- Additional grant monies, \$150,000, were awarded by U.S. West to Family Service of Omaha to develop the Resource Center for families and early care/education providers.
- Multidisciplinary team met bi-weekly to address specific needs of families as identified through the Family Needs Assessment.
- Full enrollment was reached prior to the program's first day and a waiting list was established.
- Initial transition activities were provided as follow:
 - Family Liaisons from the public schools attended a parent meeting and shared information concerning enrollment and curriculum for kindergarten.
 - Prekindergarten teacher arranged a visit to a public school for all the children.
 - A summer field trip for parents and children was used to assure parents that the project staff would continue to be a support to them in the 1994-1995 school year.
- Inservice on developmentally appropriate program practices was offered.

Falls City Public Schools/Head Start

- Transition for the children was provided through conferences with teachers.
- Training was offered for local child care professionals.
- Parent meetings were held monthly under the leadership of a parent council.
- Invited an observer to provide an impartial review of the program and offer suggestions for improvements.
- Instructionally effective materials were provided for primary school staff.
- Collaboration with Head Start included shared training with Head Start; extended care for Head Start students; facilities available for Head Start meetings and child care provided; observation offered on-site for Head Start, child care providers, college, middle and high school students.

Bellevue Public Schools/Child Saving Institute

- Parent educators met monthly with a teen support group.
- Project sponsored six drop-in and play group sessions with very good attendance.
- Bi-monthly meetings held to improve communication between agencies.
- Parent group nights were offered.
- Partners with Parents and the Early Childhood Counselors meet quarterly or as needed for the purpose of coordinating information, planning workshops, and receiving training or in-service activities.

Recommendations

The following is a combination of recommendations based on the data gathered in the second year from staff, parents and community members at each project site.

1. Evaluate the present staffing requirements for the program. Staff must be skilled in working with adults and need to be sensitive to the intimate nature of the relationship that must exist between the family and the person who is the primary contact for the program. This involves: 1) focusing on individual growth; 2) assessing both individual and family strengths and needs; 3) analyzing how the strands of strengths and needs come together both to promote and to inhibit the growth of the child; and, 4) honoring and supporting the choices families make about changing behaviors and patterns that impact their child.
2. Improve transition of children from full working day developmental programs to public/private school settings. Effective transition practices help the child and family: 1) enhance effective skills for coping with future transition; 2) continue or add needed services; 3) meet family needs to the maximum extent possible; 4) use resources wisely; and, 5) prevent and manage stress. Successful transitions require ongoing communication between programs and with families. Success with early transitions may help later with a student's academic progress. All children do not automatically transfer all skills to all environments and a written transition plan reduces confusion, eases stress, and facilitates a successful transition for everyone.
3. Increase parent participation. The more parents are involved in decision-making activities, the more it establishes their sense of ownership in the process. Assessing their needs and interests can be done formally and informally. Parent meetings should be planned with careful organization and implementation.
4. Expand the use of classroom materials and activities to adequately reflect cultural diversity. It is important that all students see themselves reflected in the environment. It helps them become aware of the similarities as well as differences among people in their surroundings.
5. Continue to increase Advisory Board participation.
6. Provide continuing staff development to director and instructional staff through inservice. The development of reflective strategies and evaluation skills of all staff will guide implementation practices in the classroom.

"They helped me get to a Shelter when I was getting a divorce. The educator gave me lots of referrals and helped me learn how to discipline without hitting. I feel great about parenting and the children. I feel at peace."

- Project Parent

Conclusions

Findings from the longitudinal study indicated positive trends in academic performance for children who participated in prekindergarten programs. Although this trend requires a longer view to be fully established and cannot be solely attributed to the effect of attending prekindergarten, it does suggest that participation in the early childhood prekindergarten program has a positive effect on students' later school performance.

Based on observations of the settings at each site the administrators and program staff have demonstrated an increased awareness of instructionally effective practices. The three programs that provide services outside the home also have enhanced the present physical arrangements of the rooms to reflect the implementation of more research-based early childhood education practices.

Data from the parent surveys and interviews reflected that the majority of parents expressed a high degree of satisfaction with the programs. Parents have positive feelings about the staff and indicated that the programs had helped their child/children and provided family benefits. Ninety-seven percent of the parents felt the programs should continue.

These findings, while only a reflection of the second year of practice for the pilot programs, corroborate the national research base that the impact upon families and children is highly significant. The provision of such services produces positive effects for families and significant savings in the later expenditure of public funds.

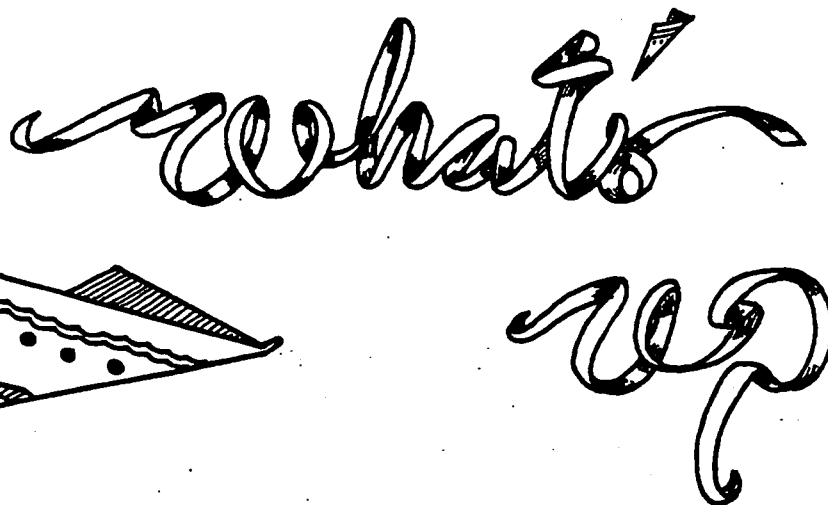
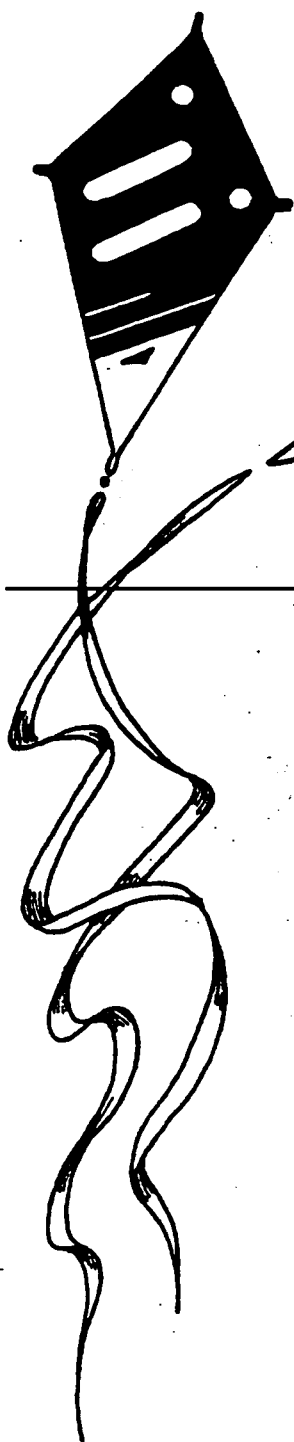
*"I learned so much through this program
- I can't say enough."*

- Project Parent

NDE Appendix C

Example of What's Up Newsletter

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Volume 8, Number 1

Fall 1995

Combined Efforts Paying Off For Children Early Intervention Act Regulations Finalized: Program Implemented Statewide

Just as some people find it hard to believe that David Copperfield could make the Statue of Liberty "disappear," employees of both the Departments of Social Services and Education were awed that they could work together in implementing the Nebraska Early Intervention Act. This statewide program combines interagency regulations, a shared funding budget, co-supervised staff, and state policies written with families and service coordinators to help families with children with disabilities.

Fortunately, by a stroke of magic or determination, both agencies were able to collaborate with one another, creating a program which will benefit hundreds of children from birth to 3 years of age. The law making Early Intervention Services Coordination an entitlement became effective June 1, 1995.

The Nebraska Early Intervention Act provides families of eligible infants and toddlers with disabilities with year-round services coordination and the development of an Individualized Family Services Plan. Responsibility for comprehensive state level planning and ongoing support of the services coordination is shared by co-lead agencies, the Nebraska Department of Social Services (DSS) and the Nebraska Department of Education (NDE). Assistance and advice are provided by the Nebraska Interagency Coordinating Council and collaborating agencies including the Nebraska Department of Public Institutions and the Nebraska Department of Health. Planning Region Teams are responsible for assisting in the planning and implementation of the Early Intervention Act in each local community or region.

Another aspect of this program is systems change. The goal is for communities to identify gaps and barriers to services delivery and alleviate those problems. Mary Jo Iwan, Administrator for the DSS Special Services for Children and Adults Division, said the need for both DSS and NDE to work together arose in 1986 when Congress passed landmark legislation, Public Law 99-457, establishing a program for states to develop a "comprehensive, multidisciplinary system," to provide infants and toddlers with disabilities and their families early intervention services. Until this time, Iwan added, Nebraska had been only one of seven states mandated by their state legislature to serve children with disabilities from birth through the NDE.

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(cont. on page 2)

Combined Efforts Paying Off (cont.)

In 1987, Part H of Public Law 99-457 began providing states with financial support to first develop and establish, and later maintain, a statewide system that offers early intervention services to all eligible children. This led to the union between educational services and Medicaid payment opportunities which offered a federal funding match.

Why did Congress feel the need to stress the importance of early intervention services? According to "Helping Our Nation's Infants and Toddlers with Disabilities and Their Families," a briefing paper for Part H of the Individuals and Disabilities Education Act, early intervention is important because the earlier in a child's life that problems of potential risks are identified, the greater the chance of eliminating or minimizing existing problems.

"It has always seemed that infants and toddlers with disabilities have been under-identified in Nebraska and we want to change this," Iwan said. "We need to identify what problems children have and face them head on. The earlier we catch the problems, the better off everyone will be."

Linda Shandera and Joan Luebbers, DSS and NDE early intervention program specialists, said Nebraska's planning process for Early Intervention Services Coordination began in 1988 with the establishment of 29 interagency planning region teams. The teams were composed of families, DSS, education and health representatives, as well as advocate groups and others decided upon locally. For the next three years, they worked to combine their ideas and resources, each team working separately, yet as one.

The planning teams were pleased when LB701 was passed in 1991, establishing two Early Intervention pilot projects. On the heels of the pilots' success, LB520 passed in June 1993, expanding the program statewide. This "one stop service" for families combines policies, procedures, staff, and forms for multiple problems from multiple agencies, Iwan said.

Jan Thelen, NDE Early Childhood Special Education Coordinator, said she was pleased that NDE and DSS could work together in developing the statewide program.

"Former Senator Jessie Rasmussen (who introduced the legislation creating the Early Intervention Act), told us from the start that there were several senators who felt that we could never get two state agencies to jointly develop and promulgate regulations," Thelen said. "And, while there were moments when we thought the senators were on to something, I'm happy to say we succeeded. We looked past the agency competition factor and succeeded as one. It's a major accomplishment for both agencies."

Iwan added that along with the Early Intervention regulations being interagency, they are unique in another way. The regulations include the addition of vision statements written by families throughout the implementation process. Former NDE/DSS family partner, Judy Quest, who was principally responsible for capturing the vision of the families, said the fact that the family-developed vision was written into the regulations shows Nebraska's commitment to listening to and working with families. As a family partner, Judy worked as a liaison between the Department of Education, the Department of Social Services, and families who have children with disabilities.

In addition to helping develop a vision statement, Thelen said family participation was necessary because the main goal of the two agencies was to coordinate services for families that might have as many as 15 different service providers. The only way to do this, Thelen added, was to meet with various families to find out how DSS and NDE could best be serving them. "Clearly, family participation was a very important aspect we needed when pulling these services together," she said.

Collaborative efforts have resulted in changes on the part of state agencies to allow for combined assessment activities and services planning and ongoing services coordination. The new Individualized Family Services Plan Process will be used for special education's Individual Education Plan for children birth to three; all DSS Medicaid waivers for children (such as Aged and Disabled Medicaid Waiver, Children with Developmental Disabilities Waiver, and Early Intervention Medicaid Waiver), Medically Handicapped Children's Program, Social Services Block

Grant, Supplemental Security Income-Disabled Children's program; and the Department of Public Institutions' Individual Program Plan for children birth to three. Families will have a primary services coordinator and one process will be used to access the programs mentioned.

Having one primary services coordinator has worked well for Julie and Art Rosberg of Lincoln. Joni DeMott, Lincoln/Lancaster County Health Department Early Intervention Program services coordinator, began working with the Rosberg family in January 1995. The Rosberg's son, James, then 17 months old, has cerebral palsy, and they were in need of assistance.

"I was apprehensive about getting involved with the Early Intervention Program because of what others had said about similar programs," Julie said. "I envisioned lots of forms and a long wait before we received assistance....I'm glad to say I had no reason to worry. The entire start-up process was really fairly easy."

Julie added that she wished "the word" about the Early Intervention program would spread quickly to other parents of children with disabilities.

"Joni explained how this program, particularly the Aged and Disabled Waiver, could help us receive the Medicaid and respite care we desperately needed," Julie said. "I hope that others realize that help is out there and is not too difficult to obtain."

Lincoln/Local Administrator Daryl Wusk, who has worked extensively with the Early Intervention program, said he was glad the entitlement, which will provide services to hundreds of families, became effective in June.

"It is with great pride that we can now actually see the product of many individuals' time and effort coming to fruition. The Early Intervention model is especially exciting as it was developed by families, communities and agencies, all working together to meet the needs of our children," Wusk said. "The process has been long, but the expected outcomes are great. Everyone who played an active role in the program's development should be pleased."

And some people don't believe in magic!

Contributed by the Nebraska Department of Social Services.

Early Childhood Training Center Has New Director



Carol Fichter has assumed the position of Director of the Early Childhood Training Center. (Former Director, Linda Esterling, has moved to Lincoln and will continue to be involved in professional development in a variety of new and old ways.)

Prior to her appointment as director on July 1, Carol coordinated the Parenting Education Project at the Early Childhood Training Center. In this role, Carol coordinated the production of the parenting education materials for the Good Beginnings Project. Prior to that, she coordinated

the Nebraska High/Scope Project and served as liaison and a support source for the 22 High/Scope trainers across the state.

Carol holds a BS degree from the University of Nebraska with a dual major in human growth and development and elementary education. Her master's degree in educational administration was earned at the University of Nebraska at Omaha.

Carol brings years of administrative experience to the position, including eight years as an elementary teacher and ten years as an elementary principal. In her role as director, Carol will oversee the projects of the Early Childhood Training Center and will continue to be involved in important issues relevant to young children. She regards this to be a very important time for children and families. Carol intends to devote energy to the continued mission of the Early Childhood Training Center in serving those across Nebraska who have young children and families as their focus.

what's up Welcomes Joan Luebbers

Joan Luebbers joined the Special Populations Office at the Nebraska Department of Education with the co-lead Early Intervention Program on June 1, 1995. Originally from Iowa, Joan graduated from Brescia College in Owensboro, Kentucky with a bachelor's degree in speech pathology and audiology and has completed graduate courses in early childhood at Southern Illinois University in Carbondale, Illinois. She has worked in a variety of settings including: public schools systems and Head Start programs in Kentucky; as Administrator of a Title XX Childcare Center in Champaign, Illinois; and as Education Coordinator of Virginia Tech Resource and Referral Services in Blacksburg, Virginia. During her tenure there she served as chair of the New River Valley Early Intervention Interagency Coordinating Council and adjunct instructor in the Department of Family and Child Development. Most recently Joan was the statewide coordinator of the USDA Child and Adult Care Food Program for Family Service in Lincoln.



Joan has enjoyed returning to her Midwest roots and looks forward to the challenges of working in Early Intervention.

Nebraska Network for Children and Families on the Internet

by Nancy Shank

The Maternal and Child Health Bureau of the US Department of Health and Human Services is funding a 3-year project which creates an electronic network for families with children with special health care needs. The project, the Nebraska Network for Children and Families (NNCF), will provide computer terminals to 40 Nebraska families that receive service coordination through either the Early Intervention or Katie Beckett waiver program. Service coordinators, community-based agencies and professionals will also be on-line to provide information and support.

The NNCF includes a library of resources that is available to anyone with access to the World Wide Web on the Internet. The NNCF Library contains information about health care reform, medical information, state and federal regulations, and Nebraska policies and services.

The World Wide Web site for the NNCF library is:

<http://nncf.unl.edu/library.html>

The NNCF is coordinated by the University of Nebraska-Lincoln Center on Children, Families and the Law, and is co-sponsored by the Nebraska Departments of Education, Health and Social Services. For additional information about the NNCF, contact Nancy Shank, NNCF Coordinator, Center on Children, Families and the Law at 402-472-3479. Her e-mail address is: nshan@nncf.unl.edu.

Nancy Shank is the NNCF Coordinator at the Center on Children, Families and the Law.

Nationally Recognized Speaker Addresses Special Education Reform

by Ron Dughman

Dr. Margaret McLaughlin, associate director of the Institute for the Study of Exceptional Children and Youth at the University of Maryland, noted that Nebraska is being watched across the nation because of its positive approach to special education reform. Of the 33 states currently involved in special education reform, Nebraska is unique in its approach that seeks involvement of a broad cross-section of stakeholders, noted Dr. McLaughlin. McLaughlin is a nationally recognized expert in special education reform. She has worked with a number of states in special education research.

On September 15, members of the Legislative Select Committee on Special Education, the Special Education Accountability Commission, the Special Education Advisory Council, the Nebraska Interagency Coordinating Council and the Nebraska Department of Education heard Dr. McLaughlin speak to the issues of special education reform set forth by the passage of LB742 last spring.

LB742 calls for reforms in special education funding, accountability, assessment and costs through recommendations gathered from a variety of sources. The law requires the Special Education Accountability Commission, the School Finance Review Committee, the Nebraska Department of Education and the Legislative Education Committee to present their recommendations regarding special education changes by June, 1996. A new method for funding special education must begin by fiscal year 1999 as a result of the passage of LB742.

McLaughlin urged those involved in the study of special education reform to consider integration of special education and general education services to best fit the needs of the individual students.

She noted that the issues of program standards work, assessment, accountability and staff development will present major challenges to those who must make recommendations resulting from the passage of LB742.

Ron Dughman is a consultant with the Special Populations Office at the Nebraska Department of Education.

Goldenrod Hills Head Start Receives National Award

by Bev Frese

In August, 1995, Goldenrod Hills Head Start received a national award from the "Community Health Promotion Program." The Secretary of the Department of Health and Human Services recognized "Healthy Choices for a Healthy Tomorrow" as an Outstanding Community Health



Program in Wisner, Nebraska. Mark B. Horton, Director of Nebraska Department of Health, was in Wisner on August 28 to present the award to Bev Frese, Pilot Project Supervisor and Rita Eichelberger, Head Start Program Administrator, as well as the 67 staff members.

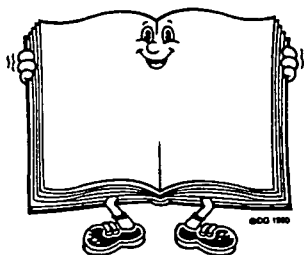
"Healthy Choices for a Healthy Tomorrow" is a substance abuse curriculum guide used by Head Start staff in the 12-county service area of Goldenrod Hills. The program's goal is to teach preschool-aged children effective life skills that will prepare them to cope with the pressures they may encounter later to use alcohol and other drugs. This comprehensive program also targets the families of preschoolers. The program was written by Head Start staff and Center for Prevention Programming in Lincoln.

Funding for this project came as a 3-year pilot project in hopes that it could be replicated in other areas of the country. This award was sponsored by the Center for Disease Control and Prevention and signed by David Satcher, MD, Ph.D., Assistant Surgeon General. Nominations were received from 38 states and one territory.

Frese stated, "It was an honor for Head Start to receive this award with an even greater honor to have Dr. Horton present it. For 13 years Dr. Horton conducted all Head Start physicals in Northeast Nebraska." According to Dr. Horton, "My experience with the Head Start program has helped me many times in my present job, to know first hand about health concerns of rural children and families." The curriculum guide will be available for dissemination later this year. For further information you may call Bev Frese at 402-529-3513.

Bev Frese is the Pilot Project Supervisor at Goldenrod Hills Head Start.

Raising Children Toxic Free



A guide for parents and physicians on controlling the threat of pollution on children's health, written by two experts on environmental diseases, is now available.

In this book the authors offer practical advice on reducing the effects of such toxins as radon, asbestos, and lead in home, school and playground environments.

To obtain this book, contact Farrar, Strauss and Giroux, 19 Union Square West, New York, NY 10003. The toll free number is 800-788-6262.

NEWS FROM THE PARENTS' CENTER

by Jean Sigler

It has been a busy year for the Parents' Center as we've looked for new and better ways to serve families of infants and toddlers with disabilities in Nebraska. We have entered the age of Satellite Downlinks and the Superhighway, and have found that we like it! Technology has given us the opportunity to reach people hundreds—even thousands—of miles away and share information and support with them.

The Nebraska Network for Children and Families

The Center became involved in this exciting project (which we have dubbed Babies-on-Line) through the Center for Children, Families, and the Law. Through the NNCF project, Supporting Parents will contact new families via e-mail to offer them friendship and support. Twelve Supporting Parents have agreed to try being "cybersupporters." A terminal and modem will give parents who are geographically isolated or who can't get out of the house a chance to "talk" to other families. From the Center, we can make our most current information available to new families through e-mail lists and the NNCF on-line library.

Telecoffees

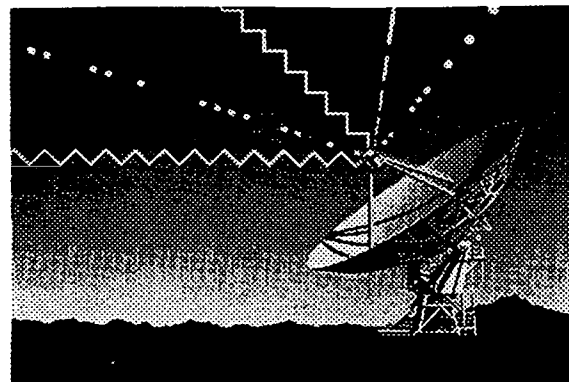
In February, we held the first of a series of video teleconferences which will give Supporting Parents around the state the opportunity to share their experiences with each other. At the Telecoffee, parents from Kearney, Cozad, Hershey, Harrisburg, Chadron, Valentine, Norfolk, Stanton, Columbus and Omaha were able to talk about their successes and brainstorm solutions for their challenges.

Another Telecoffee was held on August 29. The topic for this coffee was support groups. There are quite a few new groups starting up across the state as a result of the efforts of the Supporting Parents. Summer support group activities were held in Omaha, Broken Bow, Beemer, Columbus, and Auburn. At the coffee, Supporting Parents shared ideas on a variety of things including: planning activities for the coming year, advertising their activities, deciding how long meetings should last, addressing what would interest Dads, and decided whether or not to provide respite. Annie Adamson was a great help as she gave families tips that have worked for Pilot Parents over the years.

There were three Telecoffees scheduled for this year. Future Telecoffees will continue to include time for Supporting Parents to share successes, challenges, solutions, but the focus will be to provide information for new families. Topics that are being considered are Transitions from the Early Intervention Program, IFSP, and Recreation and Leisure Activities. Supporting Parents will be notified of future Telecoffee dates.

Parent-to-Parent Support

The Supporting Parents Project has really taken off since the final planning regions were phased-in this spring! In April, 34 Supporting Parents attended the first annual Relax, Review and Rejuvenate Retreat in Omaha. The weekend was an



opportunity for Supporting Parents to compare notes and identify strategies for making parent-to-parent support accessible and valuable to any new family who wants it. New recruits learned about providing parent-to-parent support from Annie Adamson and Nina Baker. Judy Quest gave an update on Early Intervention services in the state. Mel Clancy from the Omaha Public Schools talked with us about working with families from differing backgrounds. I gave an update on state and federal legislation that might affect children and families. Shirley Leuth left 'em laughing with her presentation, "Don't Sweat the Small Stuff."

As of today, there are 42 parents around the state who have been trained to provide parent-to-parent support to other families who have infants and toddlers newly diagnosed with disabilities. This is a terrific group of enthusiastic folks who are ready and willing to contact new families.

Underserved Populations

Russell D. Pierce has joined the staff of the Parents' Center as our Community Liaison. Russell will assist the Center in increasing the participation by minority families in our activities. Russell will spend part of his time working exclusively with families of infants and toddlers.

Jean Sigler is the Director of the Nebraska Parent Center Project through the Nebraska Parent and Information Training Center. She can be reached at 3601 Dodge Street, Omaha, NE 68131. The phone number is 402-346-0525.



Nebraska DEC Begins A New Year

by Rita Hammitt

The Nebraska Division for Early Childhood met earlier this year to elect officers. Executive Committee members for 1995-96 are: Past President, Sandy Peterson, ESU#3; President, Rita Hammitt, Millard Public Schools; President-Elect, Ann Wik, Westside Community Schools; Membership, Barb Jackson, Meyer Rehabilitation Institute; Professional Growth, Lindy Westerlin, Ralston Public Schools; Parent Representative, Elaine Thiel, Lincoln; and Student Representative, Holly Vrtiska, UNL.

The Division for Early Childhood (DEC) is the official division of The Council for Exceptional Children (CEC) that serves professionals who work with, or on behalf of, children with special needs and their families between birth and age 8.

The Nebraska Division Executive Committee is looking forward to an eventful year and encourages everyone to become informed and actively involved in issues relating to special education activities and policies. **Individual involvement does in fact make a difference!** You may contact any of the Executive Committee members listed below to learn how you can become involved.

Rita Hammitt	402-691-1395
Sandy Peterson	402-597-4934
Ann Wik	402-390-8200
Barb Jackson	402-559-5765
Lindy Westerlin	402-331-6475

Rita Hammitt is current DEC president and Coordinator of Early Childhood Special Education with Millard Public Schools.



WELCOME TO RCAT

by Dixie Trevarthen

Welcome to the Resource Center for Assistive Technology! We are your family-friendly demonstration center where you can come to learn about computers, adaptive equipment and software. We might not have every program you are hoping to see, or every piece of equipment, but we know where to look to find the information.

The Resource Center for Assistive Technology (RCAT) actually began as the dream of several parents and professionals. They were frustrated in their attempts to find ways to use computers with children who had special needs. There was nowhere in Nebraska to try things out but there were places in other states. So began the search for funding, a location, equipment, software and staff.

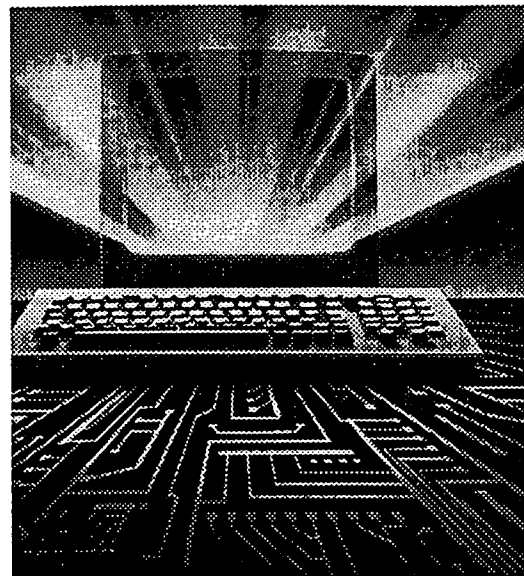
RCAT officially opened its doors at the end of October, 1994, at Educational Service Unit #3. When we began we had 8 computers, no software, no adaptive equipment and no budget. We didn't care! We were open and we had a director. We now have in place 13 computers (Apples, Macintoshes, IBMs), a great deal of donated or loaned software and equipment, and a large selection of catalogs. In the time since we opened, we have had more than 150 individuals come in to see what we have to offer. Everyone is welcome. We serve children and adults with disabilities, their families, teachers, therapists, paraprofessionals, and staff. You do not have to be in the four-county area served by ESU #3 to use the Center.

Here are some of the software programs available to try out: Arthur's Birthday, Just Grandma and Me, Preschool Parade, Dr. Peet's Talk/Writer, Thinkin' Things I & II, Bailey's Book House, Early Learning, Storybook Maker, Who Wants Arthur, A Trip to the Zoo, Wiggleworks, School House, I Can Play Too. Some of the hardware you can try out includes: Muppet Learning Keys, Touch Windows, Track Ball, Joy Stick, IntelliKeys and Keyguard.

One of the newest items to come into the Center is an IBM 486/66 system loaded with the program Dragon Dictate. This is a speech recognition program that allows you to speak to the computer and have your words show up as text. We also just received a demo program for SenSei, an environmental control system using the Macintosh computer. It allows the user to control such things as fans, radios, lights and other household appliances from his or her computer screen.

RCAT is open a variety of hours to fit busy schedules. We are open Tuesdays and Thursdays from 4 pm-9 pm, Wednesdays from 9 am-1 pm (please call first for Wednesdays), Fridays from 12 pm-5 pm, and Saturdays by appointment only. The Center is located on the lower level of ESU #3 at 6949 S. 110 Street in Omaha. If you need to schedule a different time or need more information, you can call Dixie Trevarthen at 402-597-4894. If you are an Internet user, you can e-mail the Center at: rcat@esu3.esu3.k12.ne.us.

Dixie Trevarthen is Director of the Resource Center for Assisted Technology at ESU #3.



"EARLY YEARS: CHILDREN, FAMILIES, AND COMMUNITIES"

Seventeenth Annual Interagency Conference on Early Care and
Education for Children with Special Needs and Their Families

GRAND ISLAND, NEBRASKA
MARCH 28 & 29, 1996

MID-TOWN HOLIDAY INN
2503 South Locust
Grand Island, NE 68801
800/548-5542



KEYNOTE SPEAKERS:

David Meinz, M.S., R.D.
Speaker
Seminar Leader
Nutritionist
Norfolk, Virginia

Phil Davis, Ph.D.
Fathers' Support Group
Mediation Training
Conflict Resolution
Reno, Nevada

MISSION STATEMENT

The Annual Statewide Interagency Conference is devoted to the support and continuing education of professionals who serve infants, toddlers and preschool-age children with special needs. The conference reflects the belief that children are children first and only secondarily have unique developmental needs that warrant identification, services, and programs. The conference allows for families and practitioners from a variety of fields to learn about recommended best practices for working with children and families in their community.

The conference brochure will be mailed in January, 1996. Be sure to register early since space is limited to 400 participants. Hotel rooms will be filled on a first-come, first-served basis, so be sure to contact the Mid-Town Holiday Inn for conference rates of \$46.00/single and \$50.00/double.

CONFERENCE SPONSORS:

- Nebraska Department of Education:
Office of Early Childhood Care & Education,
Office of Special Populations,
Nebraska Diagnostic Resource Center
- Nebraska Department of Health
- Nebraska Department of Social Services
- Region VII Resource Access Project/Head Start
- University of Nebraska - Lincoln & Kearney
- Nebraska Council for Exceptional Children
Division of Early Childhood
- Nebraska Association for the Education of
Young Children
- Early Childhood Training Center

FOR MORE INFORMATION CONTACT:

Judy Dughman, Conference Coordinator
Kim Schamp, Conference Technical Coordinator
Early Childhood Training Center
6949 South 110th Street
Omaha, Nebraska 68138-5722
Phone: 402/597-4820
FAX: 402/597-4828

Please turn over for information on
special interest groups and poster sessions!

SPECIAL INTEREST GROUP MEETINGS

If you would like to take this time to network with others about a specific interest, you may reserve a meeting room from 4:00 p.m. - 5:00 p.m. on Thursday, March 28th. Please provide the name and description of your group, any audiovisual equipment needs you may have, and how many participants you expect. **Space is limited for these groups, therefore, please have a representative from your group contact Judy Dughman at 402/597-4823 as soon as possible.**

CALL FOR POSTER SESSIONS

This year, "poster sessions" will be held throughout the conference to highlight special projects and model programs. They will be set up in one location with tables provided to hold poster displays and print information. All sessions must be non-commercial and relate to the early childhood audience. **If you would like to hold a poster session please complete the information below and send a copy to Judy Dughman no later than February 1, 1996.**

Name of Program/Project to be presented: _____

Name, address, and phone number of the person organizing the session: (please print)

(name)

(title)

(agency affiliation)

(street)

(city)

(zip code)

(phone number, including area code)

Description of Poster Session: _____

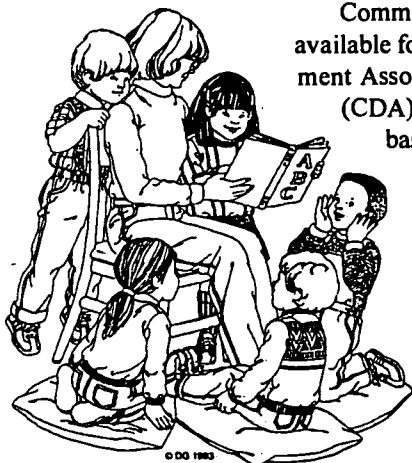
Please address all correspondence to:

Judy Dughman, Conference Coordinator
Early Childhood Training Center
6949 South 110th Street
Omaha, Nebraska 68138-5722

THANK YOU

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Scholarships Available for CDA Credentials



Community Action of Nebraska has scholarship money available for individuals who want to earn the Child Development Associate credential. A Child Development Associate (CDA) works with children in home-, center-, and school-based early childhood care and education settings. The CDA credential is earned by having an assessment of an individual's competency in working with children. The credential can be earned in several settings—preschools, day care centers, homes, and as a home visitor—and with two age groups: birth to 36 months and 3 to 5 years old. In addition, a bilingual specialization may be earned. A CDA credential is valid for 3 years; and can be renewed for 5-year periods. It costs \$325.00 for the CDA assessment and \$15.00 for a CDA materials packet.

CDA scholarships are available through Community Action of Nebraska to eligible persons for the assessment fee and \$15.00 materials fee. For individuals who are renewing their CDA credential, scholarships of \$50.00 are available to pay for the renewal. Scholarships are to be applied for and will be awarded in advance of earning the CDA credential, but funds will not be distributed until the CDA credential has been earned.

To be eligible for the CDA a provider must be at least 18 years old, have a high school diploma or equivalent, 120 clock hours of formal training in the last 5 years, and 480 hours of experience working with young children in the last 5 years. The formal training requirement can be met with high school or college classes, in-service training, seminars, or other training provided by a qualified trainer.

To be eligible for a scholarship, an applicant's adjusted gross income must be at or below the figures on the following table. The figure to use for adjusted gross income is the bottom line of the front of the 1040 income tax form for 1994.

Size of family unit	Income
1	\$16,070
2	\$26,340
3	\$35,080
4	\$44,670
5	\$52,730
6	\$61,680

For family units with more than 6 members, add \$8,950 for each additional family member.

For more information about the CDA credential contact: Council for Early Childhood Professional Recognition, 1341 G Street NW, Suite 400, Washington, DC 20005. The phone number is 1-800-424-4310. For more information about scholarships or to request a scholarship application, contact Lorrie Benson, Community Action of Nebraska, 521 S. 14 Street, Suite 3, Lincoln, NE 68508-2707, or call Lorrie at 402-471-3714.

Contributed by Community Action of Nebraska.

WHAT'S NEW FROM ZERO TO THREE

Zero to Three, one of the nation's leading authorities on the first three years of life, announces several new publications. Included in their new catalog are the following:

Caring for Infants and Toddlers in Violent Environments: Hurt, Healing and Hope. This book offers guidelines for parents, teachers/caregivers, community police and mental health professionals caring for very young children who are witnesses to or victims of community violence, family violence, and abuse.

Living and Testing the Collaborative Process: A Case Study of Community-Based Services Integration is a 5-year study of how communities in Colorado, Illinois, Indiana, Rhode Island, Texas and Washington try to overcome the barriers of categorical funding and fragmented services to meet the needs of infants, toddlers and their families.

Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood (DC: 0-3). The product of an 8-year effort by Zero to Three's multidisciplinary Diagnostic Classification Task Force offers a comprehensive, multi-axial framework for diagnosing emotional and developmental problems in the first three years of life. DC: 0-3 is based on new understanding of emotional, intellectual, motor and sensory patterns in infancy and makes it possible to pinpoint very young children's adaptive capacities as well as their emotional and developmental difficulties.

To request any of these books, contact Zero to Three at 1-800-899-4301.



WHAT'S NEW AT THE EARLY CHILDHOOD TRAINING CENTER

by Laurie Brasile

In addition to the books and videotapes that have been reviewed for *what's up*, the Early Childhood Training Center also has dozens of journals and newsletters that can be checked out. Some of the titles that address information about young children are described below.

ACCH Advocate is published twice per year by the Association for the Care of Children's Health. The ACCH Advocate publishes articles for families and multidisciplinary professionals addressing the comprehensive needs of children and their families consistent with the principles of family-centered, culturally appropriate, hospital, home and community-based care.

Behavioral Disorders is published four times per year in November, February, May and August by the Council for Children with Behavioral Disorders. Articles are research-based and are abstracted and indexed in *Exceptional Child Education Resources* and indexed in *Current Index to Journals in Education*.

Child Development is published six times per year by the University of Chicago Press and is one of three publications of the Society for Research in Child Development. Articles are research-based.

Children's Health Care is published four times per year by the Association for the Care of Children's Health and is an ACCH membership benefit. Articles are research-based and focus on the needs of medically fragile children.

Early Childhood Research Quarterly is published four times per year and is sponsored by the National Association for the Education of Young Children. Articles are research-based and address a wide variety of areas relative to early childhood.

Exceptional Children is published six times per year by the Council for Exceptional Children, and publishes original research on the education and develop-

ment of exceptional infants, toddlers, children and youth, and articles on professional issues of concern to special educators.

Exceptional Parent is published monthly by Psy-Ed Corporation. The journal addresses issues relevant to parents of children and young adults with special needs.

Infants and Young Children is published quarterly by Aspen Publishers, Inc. The journal is devoted to clinical management of infants and young children and their families with or at risk for developmental disabilities. It is interdisciplinary and is designed to provide its audience with up-to-date information regarding the application of health care, educational, therapeutic, diagnostic, and family support principles and concepts to practice settings.

Journal of Early Intervention (formerly the *Journal of the Division for Early Childhood*) is published four times a year and distributed to all members of the Division for Early Childhood of the Council for Exceptional Children. Articles are research-based and address topics relative to early intervention.

Mental Retardation is published bi-monthly by the American Association on Mental Retardation. **Mental Retardation** is a journal of policy, practices, and perspectives in the field of mental retardation. MR publishes essays, qualitative and quantitative research articles, conceptual papers, comprehensive reviews, case studies, policy analyses, and innovative practice descriptions and evaluations.

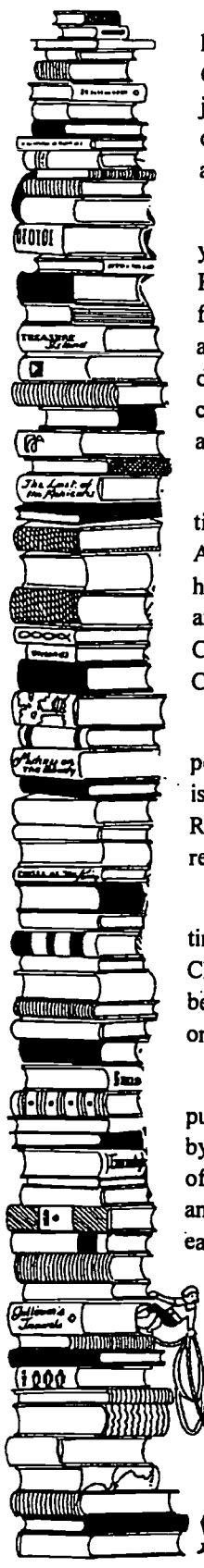
Teaching Exceptional Children is the quarterly publication of the Council for Exceptional Children. The journal is specifically for teachers of children with disabilities and children who are gifted. Articles deal with practical methods and materials for classroom use.

Topics in Early Childhood Special Education (TECSE) is published quarterly by Pro-Ed. It is published to communicate information about early intervention. TECSE includes articles on personnel preparation, policy issues, and operation of intervention programs. The intent of the journal is to publish information that will improve the lives of young children and their families.

Zero to Three is published six times per year by the National Center for Clinical Infant Programs. This publication is intended for persons who work with infants, toddlers, and their families, and includes information on children with special needs.

To request any of these materials, or any of the other materials at the Early Childhood Training Center, call 402-597-4826.

Laurie Brasile is the Coordinator of Media and Information Services at the Early Childhood Training Center.



Call for Articles

The editor of *what's up* welcomes contributions of articles. Anyone who would like to share a philosophical viewpoint, practical information, successful strategies, or specific accomplishments, please contact the editor. Use the following information as a guideline when submitting an article to the newsletter.

1. Consider the audience. Approximately 2,000 copies of *what's up* are distributed across the state to those working with children from birth to five who have disabilities. This includes special education staff and administrators, child care providers, Nebraska Interagency Coordinating Council members and technical advisors, parents, personnel in related services, legislators, social services personnel, health/medical community members, policymakers, other councils, task forces and work groups addressing early childhood issues, advocacy groups, and visionaries (may be duplicated in any other category).
2. Articles should be approximately 300 to 500 words. The count for a typewritten line is about 14 words.
3. Be concise.
4. Avoid jargon, abbreviations, and specialized terms. Spell out acronyms, for example, to give all readers an understanding of the terms.
5. Please type the article, double spaced.
We reserve the right to edit material submitted and to print unsolicited articles as space allows.

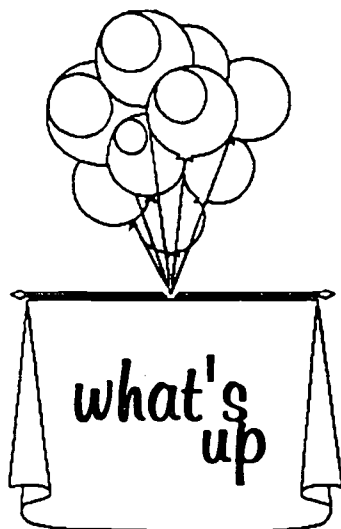
...REMEMBER...

FINANCIAL ASSISTANCE IS AVAILABLE FOR PROGRAMS SEEKING ACCREDITATION

The Accreditation Enhancement Project gives center-, home-, and school-based early childhood care and education programs the opportunity to apply for funds to help with the costs of seeking national accreditation through the National Association for Family Child Care or the National Association for the Education of Young Children.

The Office of Early Childhood Care and Education accepts applications on a year-round basis. Each application will be reviewed by Department of Education staff. Approved applications will be forwarded to either the Nebraska Family Child Care Association or the Nebraska Association for the Education of Young Children. These organizations will forward fees to the national organization and arrange for a mentor to work with the applicant program during the accreditation process. To obtain application information, contact:

Accreditation Enhancement Project
Office of Early Childhood Care and Education
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987
(402) 471-3184



ADDITION _____ CHANGE _____

If you or someone you know would like to be added to the *what's up* mailing list, please complete this form and send it to: *what's up* Editor, Early Childhood Training Center, 6949 S. 110th Street, Omaha, NE 68138-5722.

This is a requested: addition _____ deletion _____
change of address _____ change of name _____

Name: _____

Address: _____

City: _____ State/Zip: _____

Professional/Parent/Other (Circle)

WHAT'S UP AHEAD

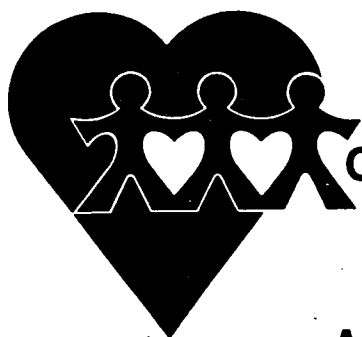
Date	Agency/Institution	Conference or Topic	City	Telephone
11/12/95	Nat'l. Assoc. of State Directors of Special Education	38th Annual Meeting	Salt Lake City	703-519-3800
11/27/95	Platte Valley Assoc.	Teaching Preschoolers Affected by Substance Abuse	Grand Island	308-381-0777
10/27-10/28	Nebraska Assoc. for the Education of Young Children	State Conference	Columbus	402-564-5445 (Cheryl Mueller)
10/31-11/6	Div. for Early Childhood	Annual Conference	Lake Buena Vista, FL	303-620-4579
11/29-12/2	National Assoc. for the Education of Young Children	Annual Conference	Washington, DC	800-424-2460 11/30-
12/3/95	Zero to Three	10th Nat'l. Training Institute	Atlanta	703-356-8300
12/5/95	UNL Extension	'95 Update/Food, Nutrition and Safety for Child Care Centers	Omaha	402-444-7804
12/7/95	Children's Center	How to Advocate for Early Childhood Care and Education Programs	Omaha	402-221-4000
12/12/95	UNL Extension	'95 Update/Food Nutrition and Safety for Child Care Centers	Omaha	402-444-7804
1/22/96	Platte Valley Assoc.	Speech Delays and Speech Problems	Hastings	308-381-0777
1/26/96	ESU 13	Music & Movement with Language Emphasis	Scottsbluff	308-635-0661
1/27/96	ESU 13	Music & Movement with Language Emphasis	Scottsbluff	308-635-0661
2/26/96	Platte Valley Assoc.	Children with Asthma	Hastings	308-381-0777



Contact **CHILDLINE** at 1-800-89CHILD for conferences, workshops, and other training. Information on this calendar was developed in cooperation with the Nebraska Early Childhood Training Center. For more information about training and other resources to support professional development, call 1-800-89-CHILD.

**To list training opportunities, call
1-800-89-CHILD or 402-597-4827
in Omaha.**

BEST COPY AVAILABLE



CHILDREN . . . THE HEART OF THE MATTER

©1988 NeAEC

Call for Proposals **April 17-20, 1996 Lincoln, Nebraska**

The Midwest Association for the Education of Young Children invites you to submit a workshop proposal for the 1996 Annual Conference.

Conference Tracks

- ♥ Working with Infants
- ♥ Working with Toddlers
- ♥ Working with Preschool Age Children
- ♥ Working with Kindergarten/Primary Age Children
- ♥ Working with School Age Children
- ♥ Working with Mixed/Multi-age Groups
- ♥ Working with Intergenerational Groups
- ♥ Accreditation
- ♥ Program Administration
- ♥ Advocacy and Public Policy
- ♥ Child Development
- ♥ Working with Parents and Families
- ♥ Equity, Diversity, and Inclusion
- ♥ Community Collaboration/Resources
- ♥ Peace/Anti-Violence
- ♥ Research
- ♥ Personal and Professional Development
- ♥ Health, Nutrition, and Safety
- ♥ Quality, Compensation, and Affordability
- ♥ Literacy
- ♥ General Interest

General Information

- ♥ Proposal content should reflect inclusive, developmentally and culturally appropriate practice in home -, center - and school-based early education and care programs.
- ♥ Proposals promoting a specific religious or philosophical orientation must clearly state the orientation.
- ♥ Sessions will be 1 1/2 hours in length.
- ♥ Solicitations and selling are prohibited during sessions.
- ♥ Audio visual equipment will be limited, and available only by prior request.
- ♥ Complimentary conference registration will be provided for up to 2 presenters per session.
- ♥ Notification of proposal acceptance will be made by December 1, 1995.
- ♥ The level of content for each session should be based on the following descriptions: Awareness - introduction to a topic; Application - putting into practice or adapting knowledge; Refinement - building on previous knowledge and experience.

Format for Proposals:

All proposals must be typewritten and in the following form:

- ♥ Title of session
- ♥ Presenter's name, title, current position, address and telephone number (the first presenter listed will receive all correspondence)
- ♥ Suggested track
- ♥ Level of content (see general information)
- ♥ Length of session (if longer than 1 1/2 hours)
- ♥ Format of session (discussion, panel, lecture, activity, etc.)
- ♥ Brief description of session for promotional brochure (maximum 30 words)
- ♥ Detailed description of session content, including an explanation of what participants will gain from attending the session (maximum 150 words)
- ♥ Indicate willingness to repeat the session

Submit three typed copies of each proposal postmarked by October 15, 1995 to:

Kim K. Humphrey
1996 Midwest AEYC Conference
3602 Avenue A
Kearney, Nebraska 68847

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what's up Editor
Early Childhood Training Center
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NDE Appendix D

Example of Of Primary Interest Newsletter

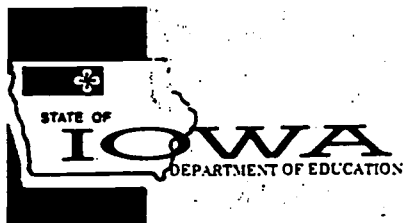
Of Primary Interest

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MANIPULATIVES ARE NOT ENOUGH: NECESSARY CONDITIONS FOR MATH/SCIENCE CONCEPT DEVELOPMENT

David Wright, Ed.D.

For some time educational writers have been concerned about many of the concepts taught in both math and science and the developmental appropriateness of them. Underhill has stated, "Evidence is accumulating that implies strongly that we are teaching mathematical concepts and skills that many learners in many classrooms cannot understand." Kovalik argues that "a large percentage of the concepts identified for elementary students is, in fact, beyond what students can understand at those ages; they may be able to memorize and parrot them back but that does not indicate a real understanding." Unfortunately, the early introduction of complex, perhaps inappropriate, concepts in math and science, during the early childhood years, has been accepted by many educators as long as they were introduced with concrete, manipulative objects.

Using manipulative materials to introduce mathematical or scientific concepts is typically based on the learning theories of Maria Montessori and Jean Piaget who suggested that children construct knowledge from their actions on the environment. And such actions require objects to manipulate. It is also based on an understanding of how concepts are learned as expressed by Beattie:

"...it is generally agreed that an optimal learning sequence of mathematical concepts moves from concrete to semiconcrete (iconic) to abstract learning experiences. Such a sequence involves objects and their manipulation, pictures or models of real objects, and finally, the use of abstract symbols." Similarly, Jack Ott and others have stated that "familiar, concrete experience actual or recalled should be a first step in the development of new abstract concepts and their symbolization."

As a result of these understandings about learning, teachers energetically use an approach to mathematics and science instruction that emphasizes manipulation. The manipulation activities generally go well and the children seem to be learning. Encouraged by the results, teachers move the activities to the symbolic level

and find, to their dismay, that many of the children are not able to deal with the concept in a symbolic way. In frustration many teachers resort to the old methodology of telling the children the rules necessary for completing the symbolic tasks and forget the concern for concept development.

What is incorrectly assumed by many teachers is that there is some sort of "burst of understanding" that occurs for all children as a result of manipulative activities. It is felt that the connectedness from concrete to semiconcrete to abstract happens magically, as if the materials themselves contain the

It is felt that if children just get enough "hands on experiences," the understanding will be absorbed through the pores of the hands. The materials, of course, do not contain the understanding; the child does.

understanding. If the children just get enough "hands on experiences," the understanding will be absorbed through the pores of the hands. The materials, of course, do not contain the understanding; the child does. These misunderstandings, based on a widely accepted theory of learning, need changing.

Another View

While it is true that Piaget felt that children construct their own knowledge, he also believed that cognitive development occurs in stages along a continuum and that the use of concrete materials is important at each of the stages in order for the child to build mental images. In addition, it

seems that the child's readiness for concrete experiences is based on a complicated, not well understood, combination of prior learnings and current level of cognitive functioning. This means that in order to understand a mathematical or scientific concept, the child must be at the appropriate stage of cognitive development for that particular concept, even when using manipulatives.

For instance, Piaget suggests that primary grade children cannot think meaningfully about things which are not real. To the young child who is in the primary grades, reality is that which one can see, hear, taste, touch or smell, yet we

Continued on page 2

Math/Science Concept

Continued from page 1

sometimes try to teach these children concepts that have no basis in reality. An example of this is arithmetic regrouping. Regrouping numerical values is not part of the primary child's reality. Regrouping is an abstract concept that was developed in the mind and is not physically manifested. Only when the child has reached the stage of concrete thought (usually around age eight) is it possible to meaningfully learn about abstract ideas using concrete experiences. With the onset of concrete thought the manipulation of a variety of materials is appropriate for developing a beginning understanding of arithmetic regrouping.

Science too has concepts that appear to be inappropriate for many young children. Brain researchers and Seven Intelligence advocates have expressed concern about the early introduction of inappropriate concepts in math and science. Kovalik states that "This is particularly true in science. For example, solar system as a subject for second or third graders is wildly age-inappropriate. The concepts are highly abstract and not experienceable - the ground on which we stand is spinning at hundreds of miles an hour, and the distances between planets are computed in millions of miles or even light years, a measurement that most adults can't relate to."

The understanding of mathematical and scientific concepts, then, is dependent on two factors that are closely related: experiences at the concrete, semiconcrete, and abstract level and the child's stage of cognitive development. The child's level of cognitive development cannot be rushed and changes slowly over a period of time. It also takes time and a sequence of experiences from the concrete to abstract in order to build mental images in the mind of the child who is cognitively ready.

While Piaget's stages do have ages attached to them, it is clear that not all seven or eight year olds are concrete thinkers and, conversely, some six year olds are. How a teacher decides what is a developmentally appropriate concept is difficult and will not always "hit the mark". Two strategies that are typically taken are considering the "age appropriateness" and the "individual appropriateness" of each concept.

Age appropriate math and science concepts are those concepts that one would typically expect children of that age to understand, given good teaching techniques such as the use of manipulatives. This knowledge comes from experience with children of this age and understanding of preoperational and concrete

thought. Using the example of mathematical regrouping, one would expect that most third graders should be able to deal with this concept.

Individually appropriate math and science concepts are more difficult to identify. This

requires careful observation and knowledge of individual children in the classroom. Those children who seem to be able to grasp somewhat difficult concepts might benefit from a concrete introduction to an idea like regrouping even if they aren't seven or eight years of age.

Initially, however, it is probably best for the teacher to use the age appropriate guidelines to determine math and science concepts early on in the year, and then, as time passes and knowledge of individuals

increases, one can substitute more individually appropriate concepts.

When a person can understand and successfully think through a math or science problem, a sense of competence ensues. A curriculum that most closely matches a child's level of thinking, and therefore makes sense, helps that child feel competent to understand and use what is learned. On the other hand, when something does not make sense and a solution appears out of reach, a person feels incompetent. Developmentally inappropriate math or science expectations such as arithmetic regrouping foster, in many children, a sense of incompetence.

When a young child is presented with concepts not appropriate for his or her level of cognitive development, the child becomes frustrated. The result can be devastating to the child's developing sense of self as mathematician or scientist—as a person

capable of understanding and using our mathematical and scientific symbol system. Such children may come to view mathematics and science as mysterious, incomprehensible systems.

To avoid this situation, it is recommended that each teacher keep in mind not only the need to introduce math and science concepts through manipulatives, but also the developmental stages of the children in the class. That is, each teacher should try to teach those concepts which are developmentally appropriate.

¹ Underhill, B. (1985). *One Point of View: Let's Diagnose the Curriculum.* ARITHMETIC TEACHER, 33 (4) 1.

² Kovalik, S. and Olsen (1993). *IMI: THE MODEL - INTEGRATED THEMATIC INSTRUCTION* (2nd Edition): Susan Kovalik and Associates, 6.

³ Piaget, J. (1964). *THREE LECTURES: PIAGET REDISCOVERED*, Ithaca, New York: Cornell University Press.

⁴ Beattie, I. D. (1986). *The Number Names: An Aid to Understanding Place Value.* ARITHMETIC TEACHER, 33 (5) 24.

⁵ Ott, J., Snook and Gibson (1991). *Understanding Partitive Division of Fractions.* ARITHMETIC TEACHER, 39 (2) 7.

⁶ Ibid.

⁷ Op. cit.

David Wright is Professor, Elementary and Early Childhood Education, Western Oregon State College. He may be contacted at Western Oregon State College, Monmouth, Oregon 97361, (503) 838-8330. This article appeared in the Volume 30, Number 4 (Summer 1995) issue of the *OAEYC Bulletin*, the quarterly publication of the Oregon Association for the Education of Young Children, and is reprinted here with the express permission of Dr. Wright and OAEYC.

TOTAL QUALITY EDUCATION

The Woods Quality Center has produced a 17-minute video entitled *Total Quality at Prairie View: "A New Way of Learning"*. Using the Prairie View Elementary School in Cedar Rapids, Iowa, as a resource, the tape focuses on the critical roles children can play in their own education.

Highlights include observing students while they conduct self-assessments, lead parent conferences and classroom meetings, work in teams, and plan with a systems approach. Children solve problems, set goals, and chart their progress in an environment where teachers become "supporters rather than judges, coaches rather than lecturers, partners with students and parents rather than isolated within the walls of each classroom."

The Woods Quality Center is a coordinated

effort by area private and public organizations to integrate continuous quality improvement into communities in Iowa. The Center was formed in 1993 as the result of a shared vision of a Total Quality environment for the entire community and a belief that all organizations benefit from a commitment to such quality improvement: businesses, government, labor, manufacturers, nonprofits, and schools.

The videotape may be ordered for \$89, plus \$5 per tape for shipping and handling, by contacting The Woods Quality Center, 4401 Sixth Street, SW, Cedar Rapids, Iowa, 52404-4499, (319) 399-6798; the director of the Center is Robert McNiel. Persons wishing to learn more about Prairie View Elementary may contact its principal, Marilyn Miller, at (319) 848-5260.

IMPLICATIONS OF UNDERSTANDING THE BRAIN

A collaborative relationship should exist between scientists and educators, writes Philip Cohen in *"Understanding the Brain: Educators Seek to Apply Brain Research"*. To emphasize the importance of such collaboration and how it can directly affect education, Cohen reviews Robert Sylwester's book, *A Celebration of Neurons: An Educator's Guide to the Human Brain*, and finds that in it Sylwester provides examples of recent discoveries which have specific implications for primary-grade teachers and other educators.

When learning to read, for example, a child has to develop new connections between the regions in the brain that process oral and written language. These connections "may grow to be more efficient," according to research, if early reading instruction adjusts to more normal processing rates, instead of maintaining slower rates which appear to be easier for the child.

During the early childhood years, children develop strategies for solving arithmetic

problems by using their fingers and/or other manipulatives. They learn a new strategy most efficiently when adults present them with problems that can be solved using that strategy, rather than allow the children to become frustrated with the current strategies they are employing. The implications of brain research are, according to Sylwester, that teachers should be providing information about a variety of arithmetic strategies and facilitating children's learning to self-monitor the use of these strategies in problem solving.

Cohen writes that such suggestions are based on an understanding of the brain's *plasticity*, its ability to grow and adapt in response to environmental stimuli. This complexity of the brain means that a method of instruction which is based on complex experiences is a more effective means than one which narrowly focuses on subject disciplines and the accumulation of facts and skills. Cohen quotes Renate Caine, co-author of *Making Connections: Teaching and the Human Brain*,

who champions the complex experience method: "That means that the children have hands-on experience. They have the potential to engage in dialogue with other people. They have the opportunity to express something orally, the opportunity to express something in written form, the opportunity to touch, to recreate."

Research on brain functioning can also serve to identify inappropriate educational practices. Cohen cites Susan Kovalik, an education consultant and developer of the Integrated Thematic Instruction model, who has written that "what has to go are the curriculum pieces we've clung to for centuries. Disciplines have to go; the textbooks have to go; the worksheets have to go—because they have nothing to do with how the brain works."

Philip Cohen's article, "Understanding the Brain: Educators Seek to Apply Brain Research," appeared in the September 1995 issue of ASCD's *Education Update* (Volume 37, Number 7). Robert Sylwester's and Renate Caine's books are both available from the Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, Virginia 22314, (703) 549-9110.

WHOLE LANGUAGE, LITERACY DEVELOPMENT, AND KINDERGARTEN

An article by Scott Willis entitled "Whole Language: Finding the Surest Way to Literacy" comprises the entire Fall 1995 issue of *Curriculum Update*. He writes that the philosophy of whole language instruction has "swept the primary grades" and that although most teachers still use a basal reader, they have also tended to incorporate aspects of whole language into their reading curriculum. The use of whole language, like other educational reforms, is currently being re-examined, and Willis explores the arguments on both sides of the debate.

Willis references many of the leading authorities on literacy development in his provocative exploration. Gay Fawcett, director of curriculum and instruction for the Summit County (Ohio) Education Service Center provides a framework for the debate by indicating that "everyone—even the most hardcore whole language advocates—acknowledges that kids need to learn letter-sound relationships."

Jerome Harste, professor of language education at Indiana University-Bloomington, declares that "whole language is the best phonics program there is," and Constance Weaver, professor of English at Western Michigan University recommends strategies for teaching phonics in the context of whole language passages.

Phonetic teaching in such a manner is only "incidental", and thus inadequate, according to Jeanne Chall, professor emerita of the Harvard Graduate School of Education. "Sometimes you have to take things out of context" in order to teach them effectively, she writes. "God doesn't say everything has to be in context."

Steve Stahl, professor of reading at the University of Georgia, is concerned about the elimination of the direct teaching of phonic skills, and about teachers' waiting for teachable moments. "What if that moment arises when the teacher is working with another kid? The teacher can't be everywhere."

In a similar vein, Bill Honig, the former California Superintendent of Schools and currently a professor at San Francisco State University, believes that the state's literature-based, language arts framework was "disastrous for huge numbers of kids in California.... We took for granted that teaching phonics would happen."

"Whole language has gone way too far in under emphasizing word attack and phonetic skills," asserts Bob Slavin, codirector of the Center for Research on the Education of Students Placed At Risk, at Johns Hopkins University. Yet Yvetta Goodman of the University of Arizona contends that "If given

rich experiences, kids will find ways to come to literacy" and that the recommendation that children, who have not had rich early literacy experiences, receive lots of direct skills instruction "blows my mind."

In the midst of the arguments, Marilyn Jager Adams, professor of cognitive and linguistic sciences at Brown University, says that "the best bet is to invest in kindergarten" to help children who lack a literacy background. Scott Willis writes that

All young children benefit if engaged in activities (such as games and rhymes) that direct their attention to the sounds of language. By finding ways to engage kindergartners with print, stories, and the sounds and structure of language, teachers can make sure young children have "phonemic awareness"—an understanding of the logic of written language. This understanding lays the groundwork for later learning. Adams further states that teaching phonics to children who don't have such phonemic awareness is "a big waste of time. The very kids who need it the most are just not responding."

A reprint of this issue of *Curriculum Update* (Fall 1995) is available for \$1.00 plus a stamped, self-addressed envelope from the Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, Virginia 22314, (703) 549-9110. When ordering, refer to stock number 1-95232.

ADULT INTERACTIONS

The subject of what constitutes appropriate adult interactions in primary-grade classrooms and other early childhood settings is frequently examined. The topic has, in fact, been explored in past issues of *Of Primary Interest*. In the *Colorado Quality Standards for Early Childhood Care and Education Services*, a new section has been developed which focuses on "The Role and Function of the Teaching Team" (Spring 1995/Volume 2, Number 2); and Elena Bodrova and Deborah Leong are championing the role of the primary-grade teacher in raising the level of a child's assisted performance, while facilitating the practice of what she/he can do independently (Fall 1995/Volume 2, Number 4).

In the Fall 1995 issue of the *High/Scope Resource*, Mary Hohmann and David P. Weikart provide information about quality interactions in a preschool environment, which apply equally to the primary grades. They identify five key strategies adults should use:

- Provide a variety of materials for children to work with, in order to assure that there are sufficient opportunities for children to make choices and to manipulate the materials.

- Provide space and time for children to use materials by arranging and equipping play areas and planning a consistent daily routine.
- Seek out children's intentions, thereby strengthening their sense of initiative and control.
- Listen for and encourage children's thinking through relaxed conversations which repeat, amplify, and build on what the child says.
- Encourage children to do things for themselves, by allowing them to think of and practice ways of solving the everyday problems they encounter, and by referring children to one another for ideas, assistance, and conversation.

Hohmann and Weikart have developed a list of ingredients which should be present in the active learning of an early childhood environment: materials, manipulation, choice, language from the child, and adult support. They caution teachers that once the environment is prepared, adults should "continue to be active and involved, observing children and supporting their initiatives throughout the day."

The *High/Scope Resource* and other publications are available from the High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, Michigan 48197, (800) 407-7377.

NEW JERSEY TRANSITION PROJECT

CORN Associates, in partnership with Wayne General Hospital Child Care Center, Wayne, New Jersey, has received a \$50,000 grant to develop a project promoting ways for early childhood teachers in public and private schools, parents, and administrators to work together to ensure successful educational transitions from preschool to third grade.

The grant is part of a \$1.3 million fund jointly administered by Bell Atlantic, the International Brotherhood of Electrical Workers (IBEW), and Communication Workers of America (CWA).

Ten informational workshops will be presented on issues related to educational continuity. They will be attended by representatives from five preschools, 35 public schools and their "feeder" districts, as well as other interested state educators. Each workshop will be videotaped and will include informational handouts. For more specifics about the project, interested individuals may call Kathryn Arabia, Director of the Wayne General Hospital Child Care Center, at (201) 904-0202.

Disciplines have to go; the textbooks have to go; the worksheets have to go —because they have nothing to do with how the brain works.

—Susan Kovalik

Office of Early Childhood Care and Education Publications

BOOKS AND BOOKLETS

The Primary Program: Growing and Learning in the Heartland (Nebraska and Iowa Departments of Education), 1993, \$25.00 each plus \$7.00 shipping and handling per copy for orders from outside Nebraska and Iowa.

A comprehensive 650-page curriculum framework designed to assist local educators in developing challenging learning environments for kindergarten/primary-age children.

The Primary Program: An Overview (Nebraska and Iowa Departments of Education), 1993, \$1.00 each plus \$.30 shipping and handling per copy.

A 15-page introductory booklet about ***The Primary Program: Growing and Learning in the Heartland*** suitable for use with parents, board members, and other lay groups.

Indicators of Quality: Guiding the Development and Implementation of Early Childhood Care and Education Programs in Nebraska (Nebraska Department of Education), Revised in 1995, \$2.50 per copy.

This publication provides standards for operating exemplary early childhood programs serving children birth through age 8 in home-, center-, and school-based settings.

Come As You Are: Kindergarten for Nebraska's Children (Nebraska Department of Education), Revised in 1996, Single copy - no charge, 2 or more \$.75 per copy.

A discussion of questions commonly asked about kindergarten. This booklet is especially pertinent for parents and others interested in best practices in the early years of school.

Planning the Use of Time in the Kindergarten (Nebraska Department of Education), no charge.

A brief discussion, including charts, of time-related issues in full- and half-day kindergarten programs.

RESOURCE PACKETS

The Primary Program: Study Team Materials (Nebraska and Iowa Departments of Education):
Volume I. Compiled in 1993 - \$30.00 each plus \$5.00 shipping and handling per copy.
Volume II. Compiled in 1995 - \$30.00 each plus \$5.00 shipping and handling per copy.
Volume III. Compiled in 1995 - \$15.00 each plus \$5.00 shipping and handling per copy.

Compendia of bibliographies, articles, and other material designed to support local Study Teams. Information about establishing and managing Study Teams is included.

Choosing Alternative Assessments (Compiled by staff of the Nebraska Department of Education), 1995, \$20.00 each plus \$5.00 shipping and handling per copy.

A packet of resources to inform local efforts to improve assessment practices for prekindergarten through the elementary years. Suitable for use in by Study Teams.

Community Planning Resources (Compiled by staff of the Nebraska Department of Education), 1996, \$20.00 each plus \$5.00 shipping and handling per copy.

A packet of resources to guide local communities and schools in planning for early childhood care/education and family education programs. Suitable for use by Study Teams.

Full-Day Kindergarten (Compiled by staff of the Nebraska Department of Education), 1994, \$10.00 each plus \$3.00 shipping and handling per copy.

A packet of resources to assist local schools in planning and implementing full-day kindergarten programs. Suitable for use by Study Teams.

Learning Together About Cultural Diversity (Compiled by staff of the Nebraska Department of Education), \$10.00 each plus \$3.00 shipping and handling per copy.

A packet of resources to inform efforts to plan and implement culturally responsive practice in early childhood care/education programs. Suitable for use by Study Teams.

Multiage Grouping (Compiled by staff of the Nebraska Department of Education), \$10.00 each plus \$3.00 shipping and handling per copy.

A packet of materials that explores advantages, challenges, and strategies for the implementation of multiage grouping in programs serving prekindergarten- through elementary-age children.

CATALOGS

Early Childhood Training Center Catalog of Audio-Visual Materials (Early Childhood Training Center), Revised biennially. Available free upon request from the Early Childhood Training Center, 6949 South 110th Street, Omaha, NE 68128-5722; 402-597-4820.

A listing and description of the materials available on free loan to staff working with children in home-, center, and school-based early childhood care/education programs.

Early Childhood Training Center Catalog of Training Topics and Descriptions (Early Childhood Training Center), Revised annually. Available free upon request from the Early Childhood Training Center, 6949 South 110th Street, Omaha, NE 68128-5722; 402-597-4820.

A listing and description of the training topics offered through the Early Childhood Training Center. The Center provides, brokers, and coordinates training for staff in early childhood care/education and family education programs across the state.

Early Childhood Training Center 1994-95 Summary Report

Media Center

The Early Childhood Training Center's Media Center provides a wealth of information to persons statewide who serve young children birth through age 8 and their families. This audiovisual collection includes over 4,000 books, 756 videotape titles, numerous vertical file subjects, newsletters, brochures and access to ERIC and Books in Print through CD-Rom, all to support the information and training needs of persons representing a variety of disciplines.

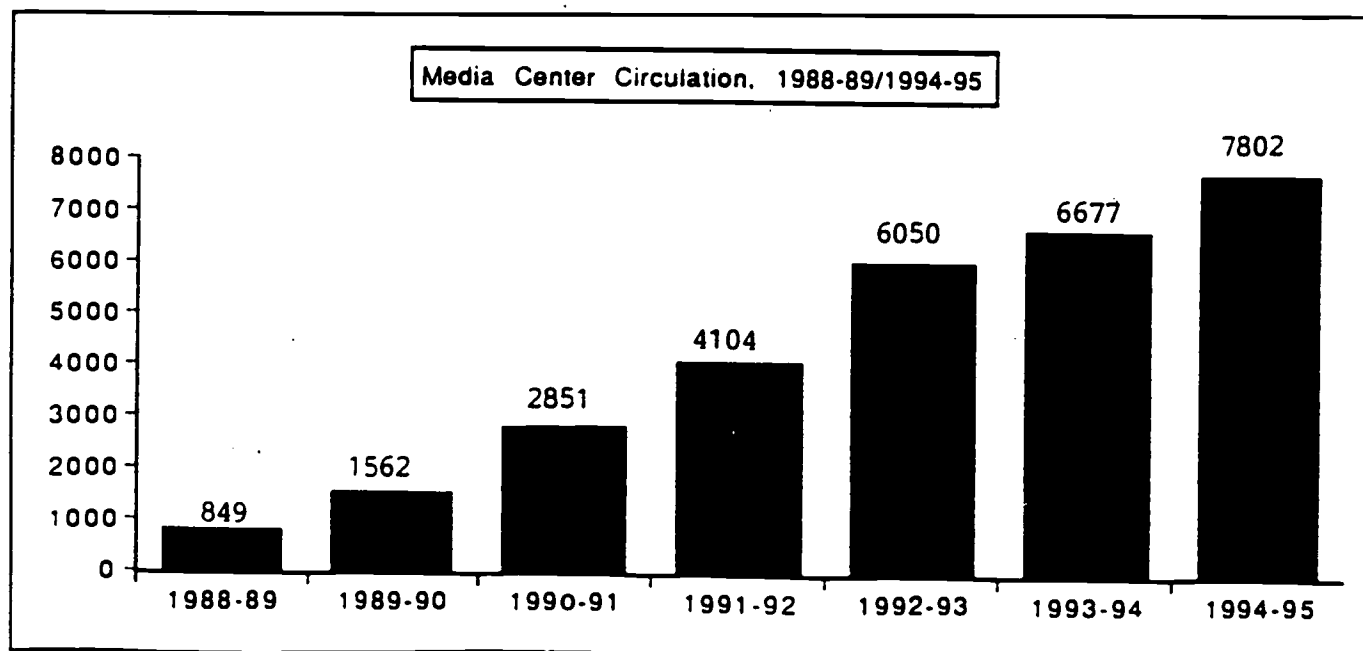
Materials may be borrowed and sent to patrons at no cost. The user has the responsibility to return them at their own expense.

1994-95 Circulation

The total number of items borrowed from the media center from October 1, 1994 through September 30, 1995 was 7802. In this time period for 1994-95, 1994 people requested materials from the media center.

Of this number 521 requests, or 26% were from first-time borrowers. Requests for material came from 166 towns or cities within the state of Nebraska.

The 1994-95 circulation represents an 8.5% increase from the previous year's total of 6677. This also represents a steady increase in circulation for each of the last six years.



Circulation by Type of Media

The quantity of each type of material borrowed is listed below. Books and videotapes dominate in types of material borrowed.

Videotapes	3508	Filmstrips	10
Books	2807	Curricula	20
Manuals	438	Articles	51
Brochures	451	Slide/tape presentations	16
ERIC Searches	109	Newsletters	37
Tests	128	Books in Print Searches	16
Audio Cassettes	71	16 mm Films	1
Journals	139		
		Total	7802

Media Center Usership

The professions and roles represented by more than 2,000 patrons during 1994-95 include: trainers, teachers, child care providers, students, extension educators, higher education, early childhood special education, health care, psychology, occupational therapy, physical therapy, speech/language therapy and other roles related to services for children and families.

Early Childhood Training Center 1994-95 Summary Report

Training and Consultation

Nebraska's Early Childhood Training Center is a statewide project which provides services designed to support the professional development of staff who work in a variety of settings that serve young children and their families. It is essential that practitioners who play a critical role in providing care and enhancing the development of children will continually learn and update their skills.

Training and consultation are designed to provide opportunities for interdisciplinary training, networking, and collegiality in delivery of quality services for children and families. The Early Childhood Training Center both provides training through it's staff and calls upon practitioners throughout Nebraska with demonstrated expertise. Cooperative partnerships with other training entities and individuals in the state is an important aspect of the Center's mission.

On-site training and consultation is a key element of the Center's support to professional development. Another aspect of this support includes a large collection of audiovisual materials that is drawn upon for training activities. These materials may also be borrowed directly by the individuals who work with young children and their families.

Information about the training offered through the center is maintained in spreadsheet format. The attached summary of training during 1994-95 reflects several major training initiatives. Extensive training was offered to support statewide implementation of LB 520, the state legislation that implements Federal Law, P.L. 99-457 and augments services to infants and toddlers with disabilities and their families. Ongoing training was available through the Center's cadres of High/Scope and Family Systems training consultants. Numerous other training activities were requested by a wide variety of sponsors.

Summary of Training for 1994-95:

Hours of training	580.75 hours
Number of training events	176 (includes 151 in-service trainings, 13 consultations, and 12 conferences)
Number of Participants	4,196 participants
Other consultation	18,000 telephone calls (includes calls for media materials)

Early Childhood Training Center Training Spread Sheet Key

Reading the column headings from left to right:

- A Instructor = the person(s) providing the training
- B Date = the date the training took place
- C Hrs = the length of the training in hours
- D Ins = a one is entered in this column if it is an inservice training
- E Cons = a one is entered in this if it is a consultation
- F Conf = a one is entered in this if it is a conference
- G Coor = Initials of coordinator who arranged the training
- H Gmt = Grant the training was done out of
- I Typ = Type of training held, this is coded by topic areas
- A - High/Scope
- B - Child Development
- C - Families
- D - Team Building
- E - Program Development
- F - Learning Environment
- G - Curriculum & Assessment
- H - Parenting Education
- Y - Information about the center
- Z - Other
- J File = Training reports are filed by planning region number .
- K Level = competency level of training provided
- AW - Awareness
- AP - Application
- RE - Refinement
- L Title = name of training session
- M Spon = Sponsor, the agency requesting the training
- 1 - Planning Region
- 2 - Public Schools
- 3 - Educational Service Unit
- 4 - Head Start
- 5 - Preschool/Childcare
- 6 - Community Action Program
- 7 - Health/Medical
- 8 - Dept. of Social Services
- 9 - Dept. of Education
- 10 - Dept. of Health
- 11 - Higher Education
- 12 - University of Nebraska Cooperative Extension
- 13 - Early Childhood Training Center
- 20 - Other

- N Sponsoring Agency = Name of agency that requested the training
- O Eval = reflects the result of the training evaluations on a scale of 1.0 - 5.0, 5.0 being the high score

The rest of the columns reflect the audience composition:

- P Pmt = Parent
- Q Pre = Preschool
- R CCC = Child Care Center
- S CCH = Child Care Home
- T HS = Head Start
- U SE = Special Education
- V K/Pri = Kindergarten & Primary Grade Staff
- W PE = Parenting Educator
- X M-A = Multi-Age Teacher
- Y CH1 = Chapter 1
- Z S-A = School-Age Caregiver
- AA Para = Paraprofessionals
- AB SLP = Speech/Language Pathologist
- AC PT = Physical Therapy
- AD OT = Occupational Therapy
- AE Psy = Psychology
- AF MD = Medical
- AG SS = Social Services
- AH MH = Mental Health
- AI Admin = Administrators
- AJ TE = Teacher Educator
- AK SC = Service Coordinator
- AL Other = anything that doesn't fit in the above
- AM Total Eval = Total number of participants that completed evaluation forms by job type.
- AN Total Part = Total number of participants that signed the attendance form at the training.

1994 - 1995

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SUMMARY OF TRAINING

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A	Instructor	B	Date	C	Wks	D	Ins	E	Cons	F	Conf	G	Q	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AT	AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ	BK	BL	BM	BN	BO	BP	BQ	BR	BS	BT	BU	BV	BW	BX	BY	BZ	CA	CB	CC	CD	CE	CF	CG	CH	CI	CJ	CK	CL	CM	CN	CO	CP	CQ	CR	CS	CT	CU	CV	CW	CX	CY	CZ	DA	DB	DC	DD	DE	DF	DG	DH	DI	DJ	DK	DL	DM	DN	DO	DP	DQ	DR	DS	DT	DU	DV	DW	DX	DY	DZ	EA	EB	EC	ED	EE	EF	EG	EH	EI	EJ	EK	EL	EM	EN	EO	EP	EQ	ER	ES	ET	EU	EV	EW	EX	EY	EZ	FA	FB	FC	FD	FE	FF	FG	FH	FI	FJ	FK	FL	FM	FN	FO	FP	FQ	FR	FS	FT	FU	FV	FW	FX	FY	FZ	GA	GB	GC	GD	GE	GF	GG	GH	GI	GJ	GK	GL	GM	GN	GO	GP	GQ	GR	GS	GT	GU	GV	GW	GX	GY	GZ	HA	HB	HC	HD	HE	HF	HG	HH	HI	HJ	HK	HL	HM	HN	HO	HP	HQ	HR	HS	HT	HU	HV	HW	HX	HY	HZ	IA	IB	IC	ID	IE	IF	IG	IH	II	IJ	IK	IL	IM	IN	IO	IP	IQ	IR	IS	IT	IU	IV	IW	IX	IY	IZ	JA	JB	JC	JD	JE	JF	JG	JH	JI	JJ	JK	JL	JM	JN	JO	JP	JQ	JR	JS	JT	JU	JV	JW	JX	JY	JZ	KA	KB	KC	KD	KE	KF	KG	KH	KI	KJ	KK	KL	KM	KN	KO	KP	KQ	KR	KS	KT	KU	KV	KW	KX	KY	KZ	LA	LB	LC	LD	LE	LF	LG	LH	LI	LJ	LK	LL	LM	LN	LO	LP	LQ	LR	LS	LT	LU	LV	LW	LX	LY	LZ	MA	MB	MC	MD	ME	MF	MG	MH	MI	MJ	MK	ML	MM	MN	MO	MP	MQ	MR	MS	MT	MU	MV	MW	MX	MY	MZ	NA	NB	NC	ND	NE	NF	NG	NH	NI	NJ	NK	NL	NM	NO	NP	NQ	NR	NS	NT	NU	NV	NW	NX	NY	NZ	OA	OB	OC	OD	OE	OF	OG	OH	OI	OJ	OK	OL	OM	ON	OO	OP	OQ	OR	OS	OT	OU	OV	OW	OX	OY	OZ	PA	PB	PC	PD	PE	PF	PG	PH	PI	PJ	PK	PL	PM	PN	PO	PP	PQ	PR	PS	PT	PU	PV	PW	PX	PY	PZ	QA	QB	QC	QD	QE	QF	QG	QH	QI	QJ	QK	QL	QM	QN	QO	QP	QQ	QR	QS	QT	QU	QV	QW	QX	QY	QZ	RA	RB	RC	RD	RE	RF	RG	RH	RI	RJ	RK	RL	RM	RN	RO	RP	RQ	RR	RS	RT	RU	RV	RW	RX	RY	RZ	SA	SB	SC	SD	SE	SF	SG	SH	SI	SJ	SK	SL	SM	SN	SO	SP	SQ	SR	SS	ST	SU	SV	SW	SX	SY	SZ	TA	TB	TC	TD	TE	TF	TG	TH	TI	TJ	TK	TL	TM	TN	TO	TP	TQ	TR	TS	TU	TV	TW	TX	TY	TZ	UA	UB	UC	UD	UE	UF	UG	UH	UI	UJ	UK	UL	UM	UN	UO	UP	UQ	UR	US	UT	UU	UV	UW	UX	UY	UZ	VA	VB	VC	VD	VE	VF	VG	VH	VI	VJ	VK	VL	VM	VN	VO	VP	VQ	VR	VS	VT	VU	VV	VW	VX	VY	VZ	WA	WB	WC	WD	WE	WF	WG	WH	WI	WJ	WK	WL	WM	WN	WO	WP	WQ	WR	WS	WT	WU	WV	WW	WX	WY	WZ	XA	XB	XC	XD	XE	XF	XG	XH	XI	XJ	XK	XL	XM	XN	XO	XP	XQ	XR	XS	XT	XU	XV	XW	XX	XY	XZ	YA	YB	YC	YD	YE	YF	YG	YH	YI	YJ	YK	YL	YM	YN	YO	YP	YQ	YR	YS	YT	YU	YV	YW	YX	YY	YZ	ZA	ZB	ZC	ZD	ZE	ZF	ZG	ZH	ZI	ZJ	ZK	ZL	ZM	ZN	ZO	ZP	ZQ	ZR	ZS	ZT	ZU	ZV	ZW	ZX	ZY	ZZ	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AT	AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ	BK	BL	BM	BN	BO	BP	BQ	BR	BS	BT	BU	BV	BW	BX	BY	BZ	CA	CB	CC	CD	CE	CF	CG	CH	CI	CJ	CK	CL	CM	CN	CO	CP	CQ	CR	CS	CT	CU	CV	CW	CX	CY	CZ	DA	DB	DC	DD	DE	DF	DG	DH	DI	DJ	DK	DL	DM	DN	DO	DP	DQ	DR	DS	DT	DU	DV	DW	DX	DY	DZ	EA	EB	EC	ED	EE	EF	EG	EH	EI	EJ	EK	EL	EM	EN	EO	EP	EQ	ER	ES	ET	EU	EV	EW	EX	EY	EZ	FA	FB	FC	FD	FE	FF	FG	FH	FI	FJ	FK	FL	FM	FN	FO	FP	FQ	FR	FS	FT	FU	FV	FW	FX	FY	FZ	GA	GB	GC	GD	GE	GF	GG	GH	GI	GJ	GK	GL	GM	GN	GO	GP	GQ	GR	GS	GT	GU	GV	GW	GX	GY	GZ	HA	HB	HC	HD	HE	HF	HG	HH	HI	HJ	HK	HL	HM	HN	HO	HP	HQ	HR	HS	HT	HU	HV	HW	HX	HY	HZ	IA	IB	IC	ID	IE	IF	IG	IH	II	IJ	IK	IL	IM	IN	IO	IP	IQ	IR	IS	IT	IU	IV	IW	IX	IY	IZ	JA	JB	JC	JD	JE	JF	JG	JH	JI	JJ	JK	JL	JM	JN	JO	JP	JQ	JR	JS	JT	JU	JV	JW	JX	JY	JZ	KA	KB	KC	KD	KE	KF	KG	KH	KI	KJ	KL	KM	KN	KO	KP	KQ	KR	KS	KT	KU	KV	KW	KX	KY	KZ	LA	LB	LC	LD	LE	LF	LG	LH	LI	LJ	LK	LM	LN	LO	LP	LQ	LR	LS	LT	LU	LV	LW	LX	LY	LZ	MA	MB	MC	MD	ME	MF	MG	MH	MI	MJ	MK	ML	MM	MN	MO	MP	MQ	MR	MS	MT	MU	MV	MW	MX	MY	MZ	NA	NB	NC	ND	NE	NF	NG	NH	NI	NJ	NK	NL	NM	NO	NP	NQ	NR	NS	NT	NU	NV	NW	NX	NY	NZ	OA	OB	OC	OD	OE	OF	OG	OH	OI	OJ	OK	OL	OM	ON	OO	OP	OQ	OR	OS	OT	OU	OV	OW	OX	OY	OZ	PA	PB	PC	PD	PE	PF	PG	PH	PI	PJ	PK	PL	PM	PN	PO	PP	PQ	PR	PS	PT	PU	PV	PW	PX	PY	PZ	QA	QB	QC	QD	QE	QF	QG	QH	QI	QJ	QK	QL	QM	QN	QO	QP	QQ	QR	QS	QT	QU	QV	QW	QX	QY	QZ	RA	RB	RC	RD	RE	RF	RG	RH	RI	RJ	RK	RL	RM	RN	RO	RP	RQ	RR	RS	RT	RU	RV	RW	RX	RY	RZ	SA	SB	SC	SD	SE	SF	SG	SH	SI	SJ	SK	SL	SM	SN	SO	SP	SQ	SR	SS	ST	SU	SV	SW	SX	SY	SZ	TA	TB	TC	TD	TE	TF	TG	TH	TI	TJ	TK	TL	TM	TN	TO	TP	TQ	TR	TS	TU	TV	TW	TX	TY	TZ	UA	UB	UC	UD	UE	UF	UG	UH	UI	UJ	UK	UL	UM	UN	UO	UP	UQ	UR	US	UT	UU	UV	UW	UX	UY	UZ	VA	VB	VC	VD	VE	VF	VG	VH	VI	VJ	VK	VL	VM	VN	VO	VP	VQ	VR	VS	VT	VU	VV	VW	VX	VY	VZ	WA	WB	WC	WD	WE	WF	WG	WH	WI	WJ	WK	WL	WM	WN	WO	WP	WQ	WR	WS	WT	WU	WV	WW	WX	WY	WZ	XA	XB	XC	XD	XE	XF	XG	XH	XI	XJ	XK	XL	XM	XN	XO	XP	XQ	XR	XS	XT	XU	XV	XW	XX	XY	XZ	YA	YB	YC	YD	YE	YF	YG	YH	YI	YJ	YK	YL	YM	YN	YO	YP	YQ	YR	YS	YT	YU	YV	YW	YX	YY	YZ	ZA	ZB	ZC	ZD	ZE	ZF	ZG	ZH	ZI	ZJ	ZK	ZL	ZM	ZN	ZO	ZP	ZQ	ZR	ZS	ZT	ZU	ZV	ZW	ZX	ZY	ZZ	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AT	AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ	BK	BL	BM	BN	BO	BP	BQ	BR	BS	BT	BU	BV	BW	BX	BY	BZ	CA	CB	CC	CD	CE	CF	CG	CH	CI	CJ	CK	CL	CM	CN	CO	CP	CQ	CR	CS	CT	CU	CV	CW	CX	CY	CZ	DA	DB	DC	DD	DE	DF	DG	DH	DI	DJ	DK	DL	DM	DN	DO	DP	DQ	DR	DS	DT	DU	DV	DW	DX	DY	DZ	EA	EB	EC	ED	EE	EF	EG	EH	EI	EJ	EK	EL	EM	EN	EO	EP	EQ	ER	ES	ET	EU	EV	EW	EX	EY	EZ	FA	FB	FC	FD	FE	FF	FG	FH	FI	FJ	FK	FL	FM	FN	FO	FP	FQ	FR	FS	FT	FU	FV	FW	FX	FY	FZ	GA	GB	GC	GD	GE	GF	GG	GH	GI	GJ	GK	GL	GM	GN	GO	GP	GQ	GR	GS	GT	GU	GV	GW	GX	GY	GZ	HA	HB	HC	HD	HE	HF	HG	HH	HI	HJ	HK	HL	HM	HN	HO	HP	HQ	HR	HS	HT	HU	HV	HW	HX	HY	HZ	IA	IB	IC	ID	IE	IF	IG	IH	II	IJ	IK	IL	IM	IN	IO	IP	IQ	IR	IS	IT	IU	IV	IW	IX	IY	IZ	JA	JB	JC	JD	JE	JF	JG	JH	JI	JJ	JK	JL	JM	JN	JO	JP	JQ	JR	JS	JT	JU	JV	JW	JX	JY	JZ	KA	KB	KC	KD	KE	KF	KG	KH	KI	KJ	KL	KM	KN	KO	KP	KQ	KR	KS	KT	KU	KV	KW	KX	KY	KZ	LA	LB	LC	LD	LE	LF	LG	LH	LI	LJ	LK	LM	LN	LO	LP	LQ	LR	LS	LT	LU	LV	LW	LX	LY	LZ	MA	MB	MC	MD	ME	MF	MG	MH	MI	MJ	MK	ML	MM	MN	MO	MP	MQ	MR	MS	MT	MU	MV	MW	MX	MY	MZ	NA	NB	NC	ND	NE	NF	NG	NH	NI	NJ	NK	NL	NM	NO	NP	NQ	NR	NS	NT	NU	NV	NW	NX	NY	NZ	OA	OB	OC	OD	OE	OF	OG	OH	OI	OJ	OK	OL	OM	ON	OO	OP	OQ	OR	OS	OT	OU	OV	OW	OX	OY	OZ	PA	PB	PC	PD	PE	PF	PG	PH	PI	PJ	PK	PL	PM	PN	PO	PP	PQ	PR	PS	PT	PU	PV	PW	PX	PY	PZ	QA	QB	QC	QD	QE	QF	QG	QH	QI	QJ	QK	QL	QM	QN	QO	QP	QQ	QR	QS	QT	QU	QV	QW	QX	QY	QZ	RA	RB	RC	RD	RE	RF	RG	RH	RI	RJ	RK	RL	RM	RN	RO	RP	RQ	RR	RS	RT	RU	RV	RW	RX	RY	RZ	SA	SB	SC	SD	SE	SF	SG	SH	SI	SJ	SK	SL	SM	SN	SO	SP	SQ	SR	SS	ST	SU	SV	SW	SX	SY	SZ	TA	TB	TC	TD	TE	TF	TG	TH	TI	TJ	TK	TL	TM	TN	TO	TP	TQ	TR	TS	TU	TV	TW	TX	TY	TZ	UA	UB	UC	UD	UE	UF	UG	UH	UI	UJ	UK	UL	UM	UN	UO	UP	UQ	UR	US	UT	UU	UV	UW	UX	UY	UZ	VA	VB	VC	VD	VE	VF	VG	VH	VI	VJ	VK	VL	VM	VN	VO	VP	VQ	VR	VS	VT	VU	VV	VW	VX	VY	VZ	WA	WB	WC	WD	WE	WF	WG	WH	WI	WJ	WK	WL	WM	WN	WO	WP	WQ	WR	WS	WT	WU	WV	WW	WX	WY	WZ	XA	XB	XC	XD	XE	XF	XG	XH	XI	XJ	XK	XL	XM	XN	XO	XP	XQ	XR	XS	XT	XU	XV	XW	XX	XY	XZ	YA	YB	YC	YD	YE	YF	YG	YH	YI	YJ	YK	YL	YM	YN	YO	YP	YQ	YR	YS	YT	YU	YV	YW	YX	YY	YZ	ZA	ZB	ZC	ZD
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***EARLY CARE AND EDUCATION
PROFESSIONAL DEVELOPMENT:
A CALL TO ACTION***

PREPARING THE EARLY CARE AND EDUCATION WORKFORCE:

Needs--> Issues--> Action

September 29-30, 1994

Grand Island, Nebraska

Conference Co-Sponsors:

**Professional Development Advisory Subcommittee
and**

**Nebraska Department of Education
in collaboration with**

Early Childhood Training Center

Nebraska Department of Social Services

Nebraska Head Start-State Collaboration Project

Conference Report and Recommendations

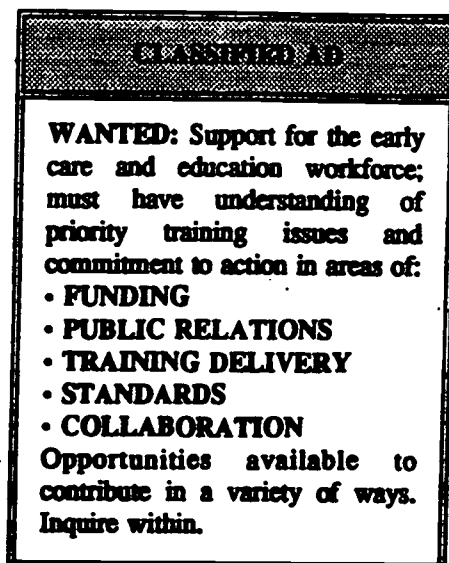
Presented

by the

**Professional Development Advisory Subcommittee
of the Child Care and Early Childhood Education Committee
and the**

**Office of Child Development
Nebraska Department of Education**

EARLY CARE AND EDUCATION PROFESSIONAL DEVELOPMENT: A CALL TO ACTION



Preparing the Early Care and Education Workforce: *Needs--> Issues--> Action*

Conference Report and Recommendations

Introduction

Respected research demonstrates the relationship between the level of training of staff in early childhood settings and positive outcomes for children in those settings. The importance of a well-prepared workforce has been acknowledged by Nebraska legislation in the establishment of the Early Childhood Training Center in the Early Childhood Act (1990), passage of the Quality Child Care Act (1991), and the continuing interest and support of the State Board of Education.

The working conference reported in this document was a "pioneering effort" to bring a broad range of the early care and education workforce together to collaborate in addressing training needs in Nebraska. Based on premises of the research and legislation supporting the importance of training, conference participants in the state's first early care and education professional development conference worked to identify and develop strategies to address training needs and issues specific to Nebraska practitioners.

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Early care and education is a term coming to common use within the field to represent child care and early childhood education as inseparable. Young children in the birth through 8 age range need care and are continuously learning no matter where they are. *Care* happens in all educational settings, and *education* happens in all child care settings. The quality of that care and education is dependent on those who nurture and provide experiences for the children entrusted to them. As parents, schools, and communities share in the everyday world of children, they all contribute to the early care and education of those children.

The early care and education workforce must be prepared to carry out its work with young children and families within the context of understanding the integrated nature of care and education. The workforce includes all practitioners who care for and teach young children, whether called teachers, caregivers, or providers in home-, center-, and school-based programs. Within this report, the term *staff* is used to represent practitioners in the broad spectrum of early care and education settings.

The recommendations in this report are based on the proceedings of the conference held September 29-30, 1994 at College Park in Grand Island, and are presented on behalf of the conference participants as guidelines for future efforts in early care and education professional development in Nebraska. To promote professional development and impact the quality of programs across the field of early care and education, the Professional Development Advisory Subcommittee of the Child Care and Early Childhood Education Coordinating Committee seeks the endorsement and wide dissemination of these recommendations by policy makers, providers of training, practitioners, and advocacy groups. Broad agreement with these recommendations, accompanied by responsive action, is critical for meaningful progress to be made in early care and education professional development in Nebraska.

How the Recommendations Were Developed

Increasing efforts to promote high quality early care and education programs and services across Nebraska have created a growing demand to address training issues for the people who work with young children and their families. The recent dissemination by the Department of Education of The Primary Program: Growing and Learning in the Heartland to schools is bringing forth additional demands related to teacher preparation and ongoing professional development. In response to these demands, this working conference was planned by the Professional Development Advisory Subcommittee of the Child Care and Early Childhood Education Committee and the Nebraska Department of Education.

Representatives from various training agencies and institutions were invited to work with practitioners from home-, center-, and school-based programs to identify and address training issues at the September conference, *Preparing the Early Care and Education Workforce: Needs--> Issues--> Action*. The seventy (70) conference participants came from:

- 2- and 4-year teacher education programs (elementary, early childhood, special education)
- educational service units
- early childhood regional training grant projects
- Head Start
- public and nonpublic schools
- family child care homes
- full-day and part-day early childhood programs
- before-and-after school care programs
- Early Intervention Planning Regions
- county extension
- professional organizations
- the Nebraska Legislature
- the Early Childhood Training Center
- various state agencies.

Conference participants were challenged to identify needs, issues, and action for preparing the early care and education workforce in Nebraska. They were asked to respond to this focus question:

Based on the widely recognized urgency to improve and expand care and education programs for young children and their families and to provide continuity with programs for older elementary children, how can we create a range of pre-service and inservice professional development opportunities necessary for the diverse staff working with young children and families?

Leaders from four exemplary early care and education programs in Nebraska contributed to the conference as "storytellers" to share their experiences in striving toward a vision of best

practices for children and families. The stories came from family child care, center-based part-day and full-day programming, before and after school care, and prekindergarten through elementary school settings. These storytellers presented unique, as well as common, challenges in their efforts to meet training needs for staff in their programs. Their stories provided important information for guiding the development of vision building throughout the conference.

Using small group activities throughout the two-day conference, participants worked alternately in stakeholder groups and in mixed groups. Stakeholders were grouped to include representatives from: 1) Community Colleges, 2) Colleges and Universities, 3) Professional Organizations, 4) Home-, Center-, and School-based Programs, 5) School Districts, 6) Providers of Regional Training, and 7) State Agencies.

Groups collaborated to establish a shared vision for preparing the early care and education workforce to implement best practices for young children and their families. Their assumptions about *Best Practices in Early Care and Education* were based on providing children with programs characterized as *family centered, high quality, comprehensive, inclusive, coordinated, and equitable* (see Attachment A). Groups created "Action Plans" to initiate steps toward achieving their vision. Conference participants identified priority issues and actions which provide the base for the recommendations presented within this report.

Priority Needs

As participants developed a vision for training in early care and education, common themes emerged as priority needs for improvement in current practices. Priority needs for professional development focus on five main areas: 1) Funding, 2) Public Relations, 3) Training Delivery, 4) Standards, and 5) Collaboration. Within each area, major points of need must be addressed to promote and support professional development in order to make meaningful improvements in the quality of programs serving young children and their families.

FUNDING is needed to support ---

- the training costs for staff in home-, center-, and school-based programs.
- the review and revision of teacher education programs to prepare teachers in understanding and using best practices.
- the improvement of articulation of credit (the ability to transfer and accept credit at institutions of higher education) across training entities.
- the development, coordination, and implementation of training to meet the diverse needs across the early care and education field.

PUBLIC RELATIONS must be improved to

- promote public awareness of professional development issues and understanding of the impact of staff training on quality in early care and education programs.
- gain public support and advocacy for staff training in early care and education.
- give recognition to staff and training entities for accomplishments related to professional development in early care and education.

TRAINING DELIVERY needs to

- increase accessibility of training across Nebraska.
- provide training incentives for staff and programs.
- meet the diversity of needs related to training levels, content, learning styles, and geographic areas.
- provide follow-up support to staff participating in training in order to increase effectiveness of training on their practices in working with children and families.

STANDARDS need to be developed to

- identify and require a core knowledge base for early care and education staff.
- review and revise state credentialing criteria to require content and field experiences that prepare staff for culturally and developmentally appropriate programs.
- facilitate articulation of credit across institutions.
- promote program accreditation which requires staff qualifications reflective of the core knowledge base, staff participation in ongoing training, and staff with early childhood experience as part of its criteria.

COLLABORATION must be improved to

- promote communication within and across entities that serve young children and families.
- promote networking which supports professional development through combining information and resources.
- reduce and eliminate barriers created by regulations, policies, and multiple funding sources.
- provide incentives which reward and/or recognize the efficiency and effectiveness of collaborative and regional training efforts.

A Call to Action: Recommendations

To ensure that all those who care for and teach young children are engaged in ongoing professional development activities to improve the quality of early care and education for all children, the Professional Development Advisory Subcommittee of the Child Care and Early Childhood Education Coordinating Committee

Calls upon the Nebraska Department of Education/State Board of Education to

- review and revise the credentialing requirements for all early childhood/elementary education personnel to better prepare teachers to implement practices which adhere to national professional standards and are responsive to the needs identified by current practitioners within the early care and education profession.
- promote the use of technology to support the coordination, collaboration, and delivery of training.
- collaborate within the department and with other state agencies to support services, resources, and professional development efforts to improve the quality of early care and education programs.

Calls upon the Nebraska Legislature to

- enact legislation, with appropriation, for the development, implementation, and ongoing support of a state training framework that identifies a core knowledge base and a professional development career framework for early care and education professionals.
- enact legislation, with appropriation, for institutions of higher education to develop and implement, in collaboration with early care and education professional entities, a plan for curriculum revision to address content, accessibility, and articulation issues.
- enact legislation, with appropriation, to provide training incentives by making funds available for training costs to programs which are accredited or in the process of seeking accreditation.
- enact legislation, with appropriation, for the identification of early care and education issues of quality and the assessment of training needs statewide.

Calls upon all state agencies to

- work together with the Nebraska Legislature and the Governor to redefine service regions statewide into common regions to facilitate coordination and collaboration among agencies that provide services to young children and their families.

- develop the use of technology to support communication, coordination, and collaboration among agencies that provide services to young children and families.
- collaborate through personnel and funding resources to support shared training opportunities for staff across early care and education programs and services.

Calls upon institutions of higher education to

- develop and implement, in collaboration with early care and education professional entities, a plan for curriculum revision to address course content and practicum experiences, accessibility, and articulation issues of early care and education professionals.
- respond to the urgent need to prepare staff for working in inclusionary settings with children with diverse cultural, linguistic, and developmental needs.
- respond to the urgent need for accessibility of courses with appropriate content at the graduate level.
- respond to the urgent need for articulation of credit to support ongoing professional development within the early childhood field.
- collaborate with professional organizations to develop policy, criteria, and a process for awarding credit for training sponsored by professional organizations and other reputable inservice training entities.
- provide incentives for child development/early childhood education pre-service and graduate programs through scholarships, accessibility, interdisciplinary programs, and articulation of credit.

Calls upon providers of training at local, regional, and state levels to

- network with other groups that provide training to coordinate and collaborate training that meets the needs of caregivers/teachers.
- form a task group to address training issues and seek resources to support training through grants and other funding sources.
- develop a statewide speakers bureau to provide information to school and community groups, policy makers, businesses, and the public at large.
- develop and provide training incentives.
- identify early care and education issues of quality and assess the training needs across Nebraska.

Calls upon school districts to

- give priority support by allocating time, personnel, and funding for staff development for early childhood/primary and middle elementary staff to promote culturally and developmentally appropriate practices.
- seek additional funding from grant sources to support training and staff development.
- use The Primary Program: Growing and Learning in the Heartland to inform school improvement efforts for primary level programs.

Calls upon professional organizations to

- increase public awareness and advocate for public support related to training and program quality issues.
- advocate for shared training opportunities across disciplines in the field of early care and education.
- collaborate with agencies, community groups, other organizations, and other providers of training to offer and coordinate inservice and professional development opportunities.
- develop, provide, and target funds for training incentives.
- collaborate in the development of mentoring relationships to support ongoing professional development.
- promote and facilitate the process of program accreditation and professional development statewide.

Calls upon caregivers/teachers to

- participate in ongoing professional development opportunities to expand their knowledge of child development and early care and education.
- share their own knowledge and experience with others through the development and presentation of training, mentoring, and partnerships with parents.
- network informally or through professional organizations with other caregivers/teachers and training providers for support, study, and sharing of information.
- communicate with providers of training, including higher education, to advocate for training to meet the needs and goals of caregivers/teachers.
- advocate to policy makers for financial and administrative support for training to meet the needs and goals of caregivers/teachers.
- develop personal plans for professional development and maintain records of participation in training to demonstrate professional growth.
- advocate for program accreditation and commitment to criteria in Nebraska's Indicators of Quality: Guiding the Development and Improvement of Early Childhood Education Programs in Nebraska.

Calls upon community and business leaders to

- contribute funding for training incentives and enhancement of program quality by supporting costs related to training, materials, and/or equipment for early childhood care and education programs which are accredited or seeking accreditation.
- offer community and on-site business workshops or presentations to give information on child development, parenting, and what to look for in quality early childhood care and education programs.
- promote high quality early care and education programs by developing a support network with existing home-, center-, or school-based programs and/or exploring the need and feasibility of additional community and employer sponsored programs.

Calls upon parents to

- seek programs for their children that demonstrate high standards of quality through accreditation or commitment to criteria presented in Nebraska's Indicators of Quality: Guiding the Development and Improvement of Early Childhood Education Programs in Nebraska.
- communicate with staff and participate in their children's program to best meet the needs of their children, their family, and staff.
- advocate to legislators and community agencies for training and resources for staff and parents to promote understanding of child development and best practices to meet children's needs and interests.
- encourage businesses to support and/or sponsor early care and education programs for children in a variety of settings and to offer on-site early childhood information workshops/presentations for parents.
- join professional organizations such as Nebraska Family Child Care Association and Nebraska Association for the Education of Young Children.

Calls upon the media to

- promote public awareness by reporting at the local, regional, state, and national levels on early care and education program and staff issues relating to quality, training, equity, affordability, and accessibility.
- donate newspaper space to advertising local early care and education training events.
- promote early care and education as a priority issue for the public at large.

Conclusion

The passage of the Quality Child Care Act (1991 Nebraska Legislature) and the establishment of the Early Childhood Training Center as a result of the passage of the Early Childhood Act (1990 Nebraska Legislature) set the stage for this conference. Both pieces of legislation acknowledge the importance of a well-prepared early care and education workforce. The implementation of the two statutes has greatly increased opportunities for training across the state. It has also resulted in an increased demand for additional training opportunities. The conference helped to gather and focus needs and issues on funding, public awareness, training delivery, standards, and collaboration.

Action awaits responses from all of the stakeholders to the recommendations contained in this report. Children cannot come to school "ready to learn" if their caregivers/teachers have not had opportunities to be "ready to teach."

BEST PRACTICES IN EARLY CARE AND EDUCATION

<p><i>Family Centered looks like</i></p> <ul style="list-style-type: none"> • Staff honoring family strengths, values, diversity, and needs • Teacher-child-parent partnerships • Parents having choices regarding how children's needs will be met • Programs and services easily accessible to families • Support for communication through language and cultural traditions of children's families • Parents involved children's programs in a variety of ways 	<p><i>High Quality looks like</i></p> <ul style="list-style-type: none"> • Staff with knowledge in child development, with equitable compensation, and engaged in ongoing training • Children involved in active learning in a safe, yet challenging, child-centered environment • Low staff-child ratios and small group sizes • Staff with flexibility to be responsive to individual needs, interests, and strengths of children and families • Culturally and developmentally appropriate integrated curriculum and assessment to promote children's social, emotional, physical, cognitive and language development • Children making choices within an environment that sustains internal motivation for ongoing learning
<p><i>Comprehensive looks like</i></p> <ul style="list-style-type: none"> • Integration of programming to meet children's social, emotional, physical, cognitive and language needs • Staff and program flexibility to meet the needs of children and families • Coordination of services needed by children and families • Use of community resources to support programs • Combinations of programs and services • Systems for communication among those who serve children and families • Staff with training and knowledge in child development to meet children's needs in all developmental domains • Training open to staff across disciplines and agencies serving children and families 	<p><i>Inclusive looks like</i></p> <ul style="list-style-type: none"> • Integrated groups of children with diverse backgrounds and characteristics • Enrollment that is open to all children • Programming based on strengths and diversity of children and families, recognizing that each child brings a unique background of knowledge and experiences • Staff promoting cultural competence; honoring values, practices, and beliefs of families • Staff accepting and encouraging diverse representation of knowledge • Anti-bias, multicultural, non-sexist programming • Children with special needs are respected and included • Staff facilitating children in communicating effectively through their language and cultural traditions
<p><i>Equitable looks like</i></p> <ul style="list-style-type: none"> • Staff acknowledging that all children learn • Inclusive practices with respect to cultural, linguistic, and developmental diversity • A wide range of opportunities for all children and families • Flexibility in meeting the needs of children and families • Availability of quality programs for all children • Staff facilitating cultural competence with respect to race, ethnic background, and religious influence • Staff with training in anti-bias practices • Staff wages that are comparable to other positions requiring comparable level of training • Uniqueness is respected and CELEBRATED! 	<p><i>Coordinated looks like</i></p> <ul style="list-style-type: none"> • Policies and practices that are consistent and compatible for children and families across services and programs • Interdisciplinary collaboration • Communication within and among services and programs for children and families • Family-centered approach and attitude to facilitate connection with services • Integrated, accessible services for children and families • Efficient use of public resources

PREPARING THE EARLY CARE AND EDUCATION WORKFORCE:*Needs--> Issues--> Action***ACKNOWLEDGMENTS**

The Professional Development Advisory Subcommittee expresses its appreciation to the members of the Conference Planning Committee for their efforts in planning and making arrangements for the conference, to the "storytellers" for their leadership in vision building, to Rachel Billmeyer for serving as conference facilitator, to the personnel at College Park in Grand Island for their cooperation in setting up the conference, to the Advisory Subcommittee members for their continued efforts in promoting professional development, and especially to the conference participants for their meaningful work in collaborating to address training needs in Nebraska.

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University of Nebraska-Kearney

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Elkhorn Public Schools

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**Preparing the Early Care and Education Workforce:
Needs--> Issues--> Action**

Conference Participants

- * denotes "storytellers"
** denotes focus speakers

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Parent Child Center

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Layperson, Omaha

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Sniffles, Inc.
Lincoln

Sally Wysong
Meadowland Nursery School
Lincoln

Other Collaborative Initiatives

HEAD START-STATE COLLABORATION PROJECT

The Nebraska Head Start-State Collaboration Project, which was initiated in 1990 and funded by the federal Head Start Bureau, is designed to promote the Head Start philosophy among state and local agencies and systems, to increase the quality and availability of comprehensive early childhood services to low income children and their families, and to ensure the success of Head Start children as they make the transition to elementary school. The Head Start-State Collaboration Project builds upon the current positive climate of cooperation among agencies that support a stronger point of contact for Head Start within state government.

Objectives of the Nebraska Head Start-State Collaboration Project are:

1. To provide a mechanism for Head Start to have organized, statewide input into policy development relative to state prekindergarten initiatives and family services, especially those which affect low income children and their families.
2. To facilitate the exchange of information and expand working relationships among Nebraska Head Start programs and local education agencies, relevant state agencies, and other early childhood programs.
3. To facilitate the partnership of Head Start programs with community groups and local agencies as they plan for new and expanded comprehensive programs for children and families.
4. To collaborate with efforts across agencies and programs to promote developmental continuity and improve program quality, focusing on issues related to inclusive programs, transitions between programs, and professional development.

Major initiatives of the Head Start-State Collaboration Project include: 1) updating resource materials promoting the establishment or expansion of community programs; 2) facilitating the collaboration between Head Start programs and local education agencies in the development of Combined Early Childhood Program; 3) facilitating written Memoranda of Agreement between Head Start and state agencies; 4) assisting with the development of a computer database; 5) making application for VISTA workers on behalf of Head Start grantees.

Results and benefits of the Nebraska Head Start-State Collaboration Project are expected to include: 1) increased awareness of Head Start and other early childhood/family education efforts by the general population, school officials, and policy makers; 2) stronger linkages and formalized relationships among Head Start programs and relevant state agencies; 3) enhanced communication among Head Start and federal, state, and local agencies; 4) improved developmental continuity, program quality, and professional development.

NEBRASKA GOOD BEGINNINGS

Nebraska Good Beginnings is a statewide partnership between the state of Nebraska and local communities, designed to provide improved access to local health, education, community and social service programs to Nebraska families with children, prenatal (during pregnancy and before birth) through age five. Nebraska Good Beginnings was initiated at the recommendation of Governor Nelson's *Commission for the Protection of Children*, to encourage communities across the state to develop a coordinated, proactive approach toward strengthening families with young children.

Nebraska Good Beginnings encourages business, health, education, government, , and non-profit organizations and volunteers within each community to develop a collaborative, supportive network available to all families which:

Promotes early childhood health by improving access to proper prenatal care, age-appropriate immunizations and well-child care;

Assures that children arrive at school ready for success by making quality child care and early childhood education opportunities available; and

Reduces child abuse and neglect by providing opportunities for parents to enhance parenting skills and offering information and improved access to a supportive network of community, health, education and social services.

Advocates for comprehensive, integrated programs which includes health, parent education and support, and quality early childhood care and education.

To maximize community and state resources, *Nebraska Good Beginnings* emphasizes collaborative program development, operation and funding. Leaders and volunteers in each community are encouraged to assess the local services currently available and to identify and prioritize existing community needs. State representatives support community efforts by providing:

- information on existing state services and resources,
- information and assistance in community planning and team-building,
- aid in identifying funding sources, and
- training and assistance in developing systems to measure program results, as requested by communities.

Parent Education Materials. The *Nebraska Good Beginning's* Parenting Education Materials have been developed to support the goals of this initiative. This set of materials includes parenting newsletters and booklets, and usage guides for educators. Training in the use of the materials is available from the Early Childhood Training Center.

Community Recognition. *Nebraska Good Beginnings* efforts are recognized at the community level. Community efforts are broad-based, as far as the comprehensiveness of services provided, and are usually widespread throughout the community. *Nebraska Good Beginnings* communities have established a broad-based coalition or team to coordinate early childhood services in an approach. Each community's approach is tailored to the requirements of the diverse types of families in their community. The approach of these communities is to address these issues through a unified, integrated method of delivering services, focused on the family level.

In order to be recognized as a *Nebraska Good Beginnings* community, there should be a demonstrated community-wide commitment, as well as commitment from service providers, to collaboration among programs that support young children and their families. This is demonstrated through

- Broad-based community support for *Good Beginnings* and awareness of *Good Beginnings* and its mission;
- Broad-scale funding from several sources, including financial and in-kind funding;
- A network of service providers committed to working together to fill gaps and reduce duplication. Their delivery system provides services in a unified, rather than fragmented method.

The staff of *Nebraska Good Beginnings* assist communities in implementation of its initiative and in the recognition process. There are several ways that a community initiative can evolve. Efforts may begin at the grass-roots level or may develop as a result of community leaders joining to address the issues. These are examples of a few approaches:

- A quality pre-school program connects with a health care provider to offer immunizations and health screenings and with parent educators to offer parent information, education, and support.
- A hospital home visitation program for newborns coordinates with child care providers, parent educators, and churches in the community to offer respite care, parent education, and support to the parents on an on-going basis.
- A community team of parent educators, schools, health care providers, social services staff, neighborhood parents, religious and business leaders join to coordinate early childhood services in their community, determine the needs of the families of young children, and commit to collaborating to implement solutions to fill gaps and address problems.

NEBRASKA GOOD BEGINNINGS SITES VISITED FOR RECOGNITION

(As of December 15, 1995)

COMMUNITY RECOGNITIONS: The following communities, as a whole, have collaborated together to create a community-wide approach to benefit families with young children between the ages of 0 to 5. The community-wide approach brings several early childhood programs into one collaborative effort.

1. **The Crete Community - 7-21-94**
Jackie Florindo, Director
c/o Blue Valley Community Action Agency
440 E. 12th
Crete, NE 68333
402-826-4216

This collaborative, community project established in a family resource center includes child care, immunizations, WIC, adult education classes, counseling classes, and parent education.

2. **The Community of Lincoln - 4-12-95**
Larry Kallmeyn, Family Services, Board President
Consortium for Children and Youth
402-436-1761

Lincoln has successfully forged a collaborative network of service providers for parent education and support through the Consortium of Children and Youth. The Good Beginnings model including respite care, parent education, and support, child care and health services and a community team has moved from one neighborhood into several other neighborhoods in the city and is being implemented by a collaboration of schools, government/private foundations, businesses, churches, neighborhood organizations and medical services.

3. **Kearney Community Education Resource Center - 8-25-94**
Rick Kozin, Executive Director
3203 West 8th Avenue
Kearney, NE 68847
308-237-4472

This Community education resource center coordinates numerous community programs and services for families, including child care, parenting education, health and job training and counseling, and Head Start.

4. **The Keith County SWAT Team in conjunction with Home Health Care - 10-31-95**
Rhonda Theiler
700 E. 1st St., #D
Ogallala, NE 69153
(308)284-4078

This program provides home visitations for new mothers to help them learn of available family-centered resources. Organizations involved with the collaboration include: Ogallala schools, Ogallala Community Hospital, Ogallala Ministerial Association, DSS, Mid-Nebraska Community Services, Head Start Program, Early Intervention Service Coordination, Hospice, Sandhills District Health Department, Cooperative Extension, Keith County Economic Development Corp, Business Education Committee, Education Service Unit 16, Study Buddy Program, Heartland Counselors, Court Appointed Special Advocates (CASA), Developmental Disabilities Coordination, District Nine Probation Office, Keith County attorneys, Police Department and Nebraska State Patrol.

5. **Arnold Heights/ Carol M. Yoakum Family Resource Center - 11-2-95**
Carmela Sanchez
4621 NW 48th St.
Lincoln, NE 68524
(402)470-0221

The goal of this project is to strengthen families with young children by making available a wide range of parent education and family support services which allow families the opportunity to participate in the type of program which best meets their particular needs. Services include initial contact with all new parents, utilizing volunteers to make available parenting, infant/child development and community resource information and to welcome their baby; education and support to families and in-home support by visiting nurses through Lincoln/Lancaster County Health Department's Maternal and Child Health Programs;

ongoing parent education and family support groups; nutrition assessments, support, education and food vouchers; and information, referral and advocacy to assist accessing of other needed services and support.

6. **Central City Family Support - 11-27-95**
Nancy Johnson
Box 12
Central City, NE 68826
(308)946-2867

The Central City Family Support Team works in cooperation with Litzenberg Memorial County Hospital. It provides coordination and information on the services available to families in Merrick County and the surrounding community to avoid duplication of services, and to provide additional family support services. Programming promotes a partnership concept for establishing good parenting -- a volunteer partner. The visits begin when the baby is born and continue several times during the baby's first year. To aid in parent education, a volunteer's manual and a parent's manual have been developed for use in the home.

7. **North Omaha Community/Urban League Family Resource Center**
George Dillard, Executive Director
Regina Tulloa-Williams, Director
3040 Lake St.
Omaha, NE 68111
402-498-3000

This program is a family-focused human services network that offers a variety of services for the North Omaha Community, including Charles Drew Health Center, Girls, Inc. Mentoring Young Moms Program, Simple Simon Day Care Centers, Salem Baptist Church, and Compass Ministries, and the First Step with the Omaha Housing Authority.

8. **Active Community Team of Saunders County -10-31-95**
Jean Tesinsky
2201 N. Locust
Wahoo, NE 68066
(402)443-3811

The purpose of this team is to provide better quality of service for individuals in need and better communications between agencies and workers and to strengthen families with young children. Membership includes a variety of human service agencies and organizations serving the county, which meets the first Friday of each month. The group has since become a non-profit organization, and has provided the county with successful educational programs, resources and assisted in fund-raising projects in the past eight years. The team coordinated training for child care providers in parent education and support using the Good Beginnings parent education materials.

PROJECT RECOGNITIONS: The following programs, within a community, bring together the collaborative efforts of early care and education, health and social services in serving families. Other entities within the community may have contributed to the success of the projects as well. The projects benefit families with young children between the ages of 0 to 5 as prescribed by the Nebraska Good Beginnings' mission.

1. **Project Success - 4-20-94**
Joan Cromer, *Executive Director*
Beth Grass, *Director*
Panhandle Community Services
3350 10th Street
Gering, NE 69341
308-635-3089

This is a teen parenting program in collaboration with the Scottsbluff and Gering Public School systems; it includes a child development center, teen father's class, transportation, parenting and career curriculum.

2. **Healthy Beginnings -4-19-94**
Paula Witt, R.N., *Mary Lanning Hospital*
715 North St. Joseph Ave.
Hastings, NE 68901
402-436-4521

This is a comprehensive program for new parents, including home visitation, parent information and support, health services and connection to the other resources in the community; serving Clay & Adams county.

3. **Parents as Teachers (Ralston) - 4-18-94**
June Asper, *Director*
8545 Park Drive
Ralston, NE 68127
402-331-4700

This collaborative program with Ralston Public Schools is a voluntary program for parents with children birth to 4 years, providing parents with home visitation, parenting resources, and child development information.

4. **People Caring For People - 7-21-94**
Terry Keslar, *Director*
Family Resource Center
RR 2, Box 410
Beatrice, NE 68310
402-223-6040

This program serves expectant women, newborns and their families; offering pre and post-natal services and home visitation. It promotes good parenting, as well as

connecting families to other resources; coordinated from the Family Resource Center.

5. **Central Child Care Center - 8-3-94**
Deborah Mabry-Strong, *Executive Director*
Child & Family Development Corporation
Alfonso Lopez, *Vice-President, Board*
3025 Parker Street
Omaha, NE 68111 (444-5570)
Child Care Center is at:
1818 Douglas, Omaha, NE 68102 (341-8060)

This program provides comprehensive services to low income children and families—parent education, health, nutrition, social services, mental health counseling, parent involvement, child care centers, and a teen mom program.

6. **Even Start (Sioux City) - 8-10-94**
Harney Elementary School
1001 Arbor Drive
South Sioux City, NE 68776
402-494-1446

This program serving children ages 3 to 5 and their families, provides GED training, child care, English as a Second Language (ESL), adult basic education, and Head Start.

7. **Central Nebraska Community Services (Columbus) - 8-10-94,**
HOPE CASE MANAGEMENT
Jim Crosland, *Executive Director*
Sue Obermiller, *Head Start Director*
2365 39th Ave
Columbus, NE
Umbrella Agency, CNCS, P.O. Box 509,
Loup City, NE 68853
402-745-0780

This program provides resource referral and support to families. It provides expectant mothers with prenatal services, home visitation, outreach and parenting classes.

8. **WESLEY CENTER** (Norfolk) - 8-10-94
Rev. Terry Buol
406 Philip Ave
Norfolk, NE
402-371-2785

This Family Resource Center coordinates community resources for families including a family support program and Parent Aide Support Services (volunteers visiting parents to support parenting, self sufficiency, etc.).

9. **The Parent/Child Center's "One-to-One" and "Project Nanny" programs** - 8-25-94
JoAnn Olsen, Program Director
1206 N. Erie
Lexington, NE
308-324-4714 (for information, Dawson Co. Family Preservation Office)

This program provides personalized home visits by trained parent advocates; provides referral and information to parents and assists in the mother/child bonding process; serves Gothenburg, Cozad, and Dawson Counties.

10. **"Project First Step"**, (Broken Bow) - 8-25-94
Marcia Simmons, Project Coordinator
Jan McGinn Family Resource Counselor
P.O. Box 303
Broken Bow, NE 68822

This program provides visits to new mothers to offer information and support; referral to resources, information on child development and offers tips for enjoying their child; visits are provided for 6 months.

11. **Omaha Housing Authority, First Step Center** - 9-9-94
Doris Lassiter, Director
540 So. 27th
Omaha, NE 68105-1521
402-444-7586

This program improves coordination of health care, health education and social services for women; improves prenatal care and primary preventive care for infants and children; facilitates cooperative efforts between medical and social service providers in inner city area. A young father's group assists with finding jobs and payment of child support.

12. **Omaha Public Schools Teen Parenting Program** - 10-6-94
Dr. Gloria Aden
TAC Building
3215 Cuming Street
Omaha, NE 68131

This program focuses on helping adolescent parents become self-sufficient members of the community and includes prenatal and parenting classes, career and personal counseling, and transportation to school.

13. **Father Flanagan High School's Adolescent Parenting Program** - 10-6-94
Dr. Ridder, Principal
Ms. Jill Grayson, Project Director
2606 Hamilton Street
Omaha, NE 68131
(402) 498-3000

This adolescent parenting program provides comprehensive parenting education program for pregnant and parenting teens including counseling and case management, child care, parenting education, health services and education.

14. **Central Nebraska Community Services Healthy Start Program** (Centura, Alda, Wood River, Doniphan) - 10-20-94
Jim Crosland, Executive Director
Karen Rathke, Outreach Director
Karen Schultz, Program Director
Pam Morris-Stump, Deputy Director
P.O. Box 509
Loup City, NE 68853
402-745-0780

This program provides resource referral and a system of support for families. It provides expectant mothers with prenatal services, parenting classes, home visitation and outreach.

15. **YWCA's Take A Break Program** - 10-28-94
Connie Bratka, YWCA Director
1432 N Street
Lincoln, Nebr. 68508
308-434-3494

This is a creative way to access parents offers respite care for children on Friday nights. Parents then may attend parenting groups, counseling or simply have a break from their children. Children receive quality child care, free. This is a collaborative effort with the

Parent Aide Support Service that provides who offer parents home visits, parent education and support.

16. **Parent Aid Support Services (PASS), Nebraska Department of Social Services** (Lincoln) - 10-28-94
Betty Medinger, Director
Lynn Brehm, Director
1050 N Street
Lincoln, NE 68508
402-471-5235

This program provides parents with a trained volunteer who visits parents in the home to provide parent education and support and self-sufficiency help. PASS collaborates with the YWCA to provide developmentally appropriate, free, quality child care and respite care.

17. **Central Nebraska Community Service's Head Start (O'Neill)** - 10-26-94
Kathy Coates, Head Start Teacher
Sue Obermiller, Head Start Director, CNCS
Loup City,
P.O. Box 509
Loup City, NE 68853
308-745-0780

This Head Start program provides children ages 3 to 5 with developmentally appropriate, quality, child care and medical services. It involves parents in volunteering in the classroom and in parenting education and support.

18. **Ainsworth Head Start** - 10-26-94
Sharon Brotsky, Head Start Teacher
118 W. 2nd
Ainsworth, NE
Coordinated by Loup City CNCS

Provides children 3 to 5 with developmentally appropriate pre-school/child care, medical services, and social services. It combines early childhood education with parental involvement and education.

19. **Great Plains Healthy Start (North Platte)** - 10-26-94
Lori Schoenholz, Program Director
Jan Hales OB Nurse Manager
601 W. Leota
North Platte, NE
308-534-9310

This service sponsored by the Community Regional

Hospital provides services to parents in the surrounding 20 county area who give birth in the medical center; provides home visits, coordinates medical and social services, and provides parenting support and education.

20. **Parent/Child Center, Falls City Public Schools** - 10-27-94
Dr. Duane Stehlik, Superintendent
Rita Johansen, Principal
Kathy Palmer, Parent/Child Coordinator
2500 Chase Street
North Elementary School
Falls City, NE
402-430-0390

This program provides quality, affordable child care and preschool, including parent education and information, resources and support.

21. **Southeast Nebraska Head Start (Nebraska City)** - 10-27-94
Betty Lippold, Head Start Director
Judy Spires, Head Start Teacher
Brenda Bartels, Data Coordinator

This Head Start program provides children ages 3 to 5 with quality, affordable pre-school, medical and social services along with education, encouragement, involvement and empowerment of parents.

22. **Burt-Washington Good Beginnings (Blair)** - 12-6-94
Lori Beaver, Project Coordinator
Sharon Gordon, Administrative Services Director
810 North 22nd Street
Blair, NE 68008
402-426-2182

This program addresses the needs of all parents with children up to five years of age. Parent training, child care, transportation, health, nutrition, job search training, money management, and homemaking skills are included.

23. **Family and Community Connection (Bellevue)** - 12-6-94
Lori Kaup, Coordinator
116 E. Mission Avenue
Bellevue, NE 68005-2875
402-291-6065

The Family and Community Connection is a collaborative venture between Family Service's Multi-

Service Center, three school districts, and Bellevue Housing Authority. The project will coordinate existing services into an integrated delivery model including parenting, counseling, health, child development, food and basic needs, and case management.

24. **Eagle Star Lodge - 1-11-95**
Teresa Stands, Rene' Yellow Boy
PO Box 151
Scottsbluff, NE 69361
308-632-4771

This Native American cultural community has an Indian child welfare specialist who provides one-on-one home visits and parenting education to Native American teen moms. Family, cultural and recreational events as well as tutoring help with education and job training are provided.

25. **Volunteers of America & Garden/Deuel County Family Support Team - 1-11-95.**
Family Support Team
Lewellen, NE
Jean Jensen, 308-778-5548
Carla Mahar, 308-874-2705

This community-based collaborative team effort has been a catalyst for bringing Head Start, child care, parenting classes, preschool, parent support groups, and home visits to parents with children under the age of 5 as well as health services for families in a 2 county area.

26. **Sheridan Area Resource Effort Network (SHARE) - 1-11-95**
Hay Springs, Gordon, Rushville, Nebraska
Roseanne Chilton
PO Box 316
Gordon, NE 69343
308-282-9972

This collaborative team has helped develop programming for families including home visitation by parent aides and project kids volunteers, respite care for families to "take a break", a resource information and referral center and parenting classes, as well as helping families at holidays with basic needs.

27. **Mothers-Fathers United - 1-23-95**
c/o Marilyn Logan
Malone Community Center
2032 U Street
Lincoln, NE 68503

This is a collaborative effort between an African-American community center and Lincoln/Lancaster Co. Health Department with culturally specific parent education training provided by Lincoln Council on Alcoholism and Drugs. Parents from different cultures receive parent education classes and support groups; outreach to fathers and recreation support for them is a feature of this collaboration.

28. **Young Family Project-Lincoln - 1-23-95**
Jodie Upright
402-483-4581
Lincoln Medical Education Foundation
4600 Valley Road
Lincoln, NE 68510

This comprehensive program for pregnant and parenting teens brings together a coalition of more than 20 agencies and systems who meet regularly to provide health, medical services, home visitations, outreach, parenting, education, referrals and case coordination.

29. **Lincoln/Lancaster County Family Resource Center - 1-23-95**
Barb Gaither
56th and Walker
Lincoln, NE 68507
402-471-3700

This family resource center umbrella provides parent education and support groups, health services, child classes, and information and referral to other resources.

30. **The Blue River Family Center - 2-21-95**
Jackie Florendo
Blue River Family Center
325 East 9th Street
Crete, NE 68333
402-826-2376

A new Family Resource Center serves as a strong nucleus to coordinate a wide range of services for families in this community including preschool activities, child care/sick care, immunizations, WIC clinics, adult education, satellite offices to DSS, family counseling, domestic violence prevention classes, basic needs and family outreach. Home visitation to families with new babies, parent education and support, and coordination and referrals are also a part of this community-wide effort.

31. **A First Step to a Good Beginning (Lincoln) - 7-21-94**
West Lincoln School, Russ Reckaway,

Principal
(Northwest Lincoln Neighborhood)
630 W. Dawes Ave.
Lincoln, NE
402-436-1168

This is a collaborative effort between Cedars Home for Children, West Lincoln School, Family Services, the Lincoln/Lancaster Health Department and the Northwest Lincoln Family Preservation Team. It establishes in a neighborhood family resource center (portable set next to West Lincoln School), Head Start, resource information for parents, parent education and support classes, and visits initially from a public health nurse, with follow-up visits from Welcome Baby volunteers for new parents. Referrals, family counseling, and additional classes in education for all neighborhood residents are planned. A broad-based, multi-disciplinary team made up of social services, schools, businesses, human services organizations, parents, extension, and service clubs, serves as the steering committee to integrate services at the client level.

32. **Mother-Offspring Life Development Program - 5-2-95**
Larry Wayne, Warden
Jan Axdahl, Education Coordinator
Nebraska Center for Women
R.R. 1, Box 33
York, NE 68467
402-362-3317

This program (MOLD) offers early childhood education classes, mother/child overnight visits as well as parenting classes and connection to health services. A nursery program in which babies and mothers live together in the prison is also part of the program.

33. **Family Connections Learning Center, Alliance Even Start - 5-3-95**
Candis Jones
1604 Sweet Water
Alliance, NE 69301
308-762-1580

Family Connections Learning Center houses an 11 month Even Start Family Literacy program which integrates early childhood education, adult education and parent and child time with an emphasis on developing parenting skills and home visits.

34. **Chadron Welcome Baby -5-3-95**
Sandy Roes, Chadron Memorial Hospital
821 Morehead

Chadron, NE
308-432-5586

This program includes a voluntary home visit to all women who deliver babies at the hospital. Services provided are physical assessment, parenting education, support, coordination and referrals to other community resources including parenting classes, WIC, DSS and health services.

35. **Morse Memorial Methodist Church,**
Rushville, NE - 5-3-95
Rev. Sharee Kelly
Box 563, 113 Sprague
Rushville, NE 69360
308-327-2077 ext. 2386

This church has played a major role in coordinating human service providers in the community to address needs for families. The church provides parenting classes, a parenting resource library, multi-cultural training for care givers, a day care center including respite, emergency and drop-in child care and matches volunteers with isolated families for home visitation. A summer day camp for young children, free meals and coordination with medical and immunization services to bring health care to families is also provided.

36. **Winnebago Healthy Start - 5-17-95**
37. **Ponco Tribe Healthy Start - 5-17-95**
Deb Scholten
Stephanie Davis
402-878-2294
402-345-4990
38. **Omaha Tribe Healthy Start - 5-17-95**
39. **Santee-Sioux Tribe Healthy Start- 5-17-95**
Lois Hartland
402-837-4070
Martha Thomas
712-252-5902

These Healthy Start programs all include home visitation, parenting education and support to Native Americans with new babies. Transportation to medical services and case coordination to other needed services is included.

40. **Dodge Co. Head Start - 5-17-95**
Judith Brant
PO Box 244

Fremont, NE 68025

This Head Start program provides a child development program for 3 and 4 year old children as well as health and nutrition services. Families receive home visitations, referrals to other needed services, parent education and support.

41. **Creighton University School of Medicine -**
9-9-95
Department of Obstetrics and Gynecology
2906 S. 24th St.
Omaha, NE, 68178

This department has developed a collaborative, community-based approach to delivering health services which are designed to integrate the community-based resources with its programs. Emphasis is placed upon health maintenance through patient education, evaluation and screening, nutrition, and exercise medicine.

42. **Child and Family Development Center/Head Start**
Deborah Mabry-Strong, Executive Director
3025 Parker
Omaha, NE 68111
402-444-5570

Head Start offers free, quality preschool to low-income children. It also provides transportation and services in the areas of health, nutrition, and parent involvement for the entire family.

43. **Midwest Child Care Association - 9-13-95**
Janet White Phelen, Executive Director
5015 Dodge St.
Omaha, NE 68132
402-551-2379

This program specializes in bridging working families and child care providers together to fit their own unique situations, ensuring the best possible care for children. The organization focuses on three areas in the child care field including the USDA child care food program, a dependent care resource and referral service, and a child care training department.

44. **Omaha 2000/Early Childhood Education Center - 9-14-95**
Jeanine Huntoon, Executive Director
8130 Western Ave.
Omaha, NE 68114
402-390-2028

This program helps Omaha achieve the national education goal of ensuring that children start school ready to learn by providing year round, full-day or half-day child care services for infants, toddlers, and preschoolers and parent education, support and training.

45. **Lincoln Public Schools - 11-2-95**
Dr. Philip Schoo
5901 O Street
Lincoln, NE 68510
(402)436-1000

Lincoln Public Schools was recognized for its various programs involving families with young children. The programs include Student/Parent Program, Early Childhood Special Education, Even Start and Head Start.

46. **Hastings/Head Start Family Resource**
-11-27-95
Deborah Ross
950 S. Burlington
Hastings, NE 68901
(402)462-4187

The Resource Center is a comprehensive center which includes the Head Start Program Migrant Education, Hastings/Adams County Immunization Clinic and the Early Intervention & Services Coordination Program which provides services to children 0 to 3 years with disabilities and their families. The Center also includes Court Appointed Special Program, preschool activities for learning and language skills from ESU#9 and Language Assistance Program for adults.

47. **St. Francis Medical Center/ Healthy Starts**
- 11-27-95
Jon Gapa
2620 W. Fairley Ave.
Grand Island, NE 68802
(308)389-5422

This program features a family-orientated home visitor program offering intervention and support. Weekly home visits will be made to assist families in strengthening the parent-child relationship, as well as improving problem solving and coping skills. The program is a home-based project looking toward the physical, mental, and emotional well-being of children at risk for possible child abuse or neglect. An initial home visit is conducted by both the Clinical Coordinator and a Family Educator. Following the initial visits, the Family Educator will conduct weekly visits to assess child development and assists in

updating of family goals. The weekly visits will continue for a minimum of 9 months and may continue through age four.

48. **Hall County Head Start, Inc.** - 11-27-95
Monica McClure
Linda Razey
318 S. Clark
Grand Island, NE 68801
(308)385-5115

Hall County Head Start, in a collaborative effort, helped establish Parents, Community, and School Partnership. This partnership provides to kindergarten parents parenting classes and other planned activities that help with the transition of their children into kindergarten and to help establish patterns and skills that will promote successes as their children move through the educational system. This program is available in both public and private schools. Hall County Head Start, Inc. works toward developing skills in children and their families that promote life-long successes.

49. **Santee Head Start** - 11-28-95
RR 2
Niobrara, NE 68760
(402)857-2738

The 35 children enrolled in the Head Start program are American Indian. The Dakota language and culture is implemented into the curriculum as a key part of the efforts to retain the culture. The components of the Head Start program are parent involvement, education, nutrition, social services, and health/mental health. The goal of the program is to focus on family strengths and to provide services when needed to enhance the lives of the children. The overall goal is self-sufficiency, and the primary focus of the staff is to support and provide opportunities for parents to solve problems and make decisions.

50. **Goldenrod Hills Community Action** -
11-28-95
P.O. Box 280
Wisner, NE 68791
(402)529-3513

At the present time, Head Start serves 300 children at various sites and in a variety of ways. There are 10 federally funded sites located in Crofton, Hartington, Neligh, Norfolk, South Sioux City, Stanton, Tekamah, Walthill, Wayne and West Point. There is also a very unique program in Wisner which is funded through the Louis and Abby Faye Dinklage Foundation. The

foundation funds \$55,000 per year for 28 children. The Dinklage Foundation will match cash for parent volunteer hours which goes back into the budget.

51. **Child Saving Institute** - 9-8-95
Donna Tubach-Davis, Executive Director
115 S. 46th.
Omaha, NE 68132
402-553-6000

Many of the programs in the continuum of supportive services provided by Child Saving Institute have a primary focus on the importance of the early development years of life. Program areas include support and intervention with pregnant and parenting adolescents, and short-term emergency care for infants through age 12.

Other Collaborative Initiatives Appendix

A. Example of Footprints Newsletter

footprints

This newsletter is a cooperative effort of

Nebraska Head Start—State Collaboration Project . . . and

Nebraska Good Beginnings

NOVEMBER 1995

VOLUME 1, NO. 3

Home Visitation: Is There One Model for Nebraska?

*David P. Schor, MD, MPH, FAAP
Nebraska Department of Health*

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In late September at the first Good Beginnings Conference, we were fortunate to have as a keynote presenter Dr. Harriet Kitzman, Associate Professor of Nursing and Pediatrics at the University of Rochester (New York) and one of the leading researchers and developers of home visitation models. I have been aware of the effects of home visitation since my days as a pediatric resident in Rochester; and, still remember the impact of an early article on the subject by one of her colleagues, Dr. David Olds. Dr. Kitzman presented results from her own research and experience as well as that of others. What follows is a combination of my thoughts and her comments.

There is, of course, no single model for home visitation. The concept goes back at least to the beginning of the century, when public health nurses in New York City first made regular "house calls" on new parents and parents of school children. Studies by Olds and Kitzman have tended to use nurses as the home visitors, while other approaches have included the use of social workers, "lay health professionals," or members of the community knowledgeable about a variety of local resources.

Most reports have focused on providing visits to "high-risk" families including families under stress or with a history of child abuse. One well-studied program using this approach is called Hawaii Healthy Start. The perceived success of this approach has led to its being adopted as a model for an initiative called Healthy Families America (HFA), a partnership between the National Committee to Prevent Child Abuse and Ronald McDonald Children's Charities. They describe their vision as offering all new parents support when their babies are born while focusing intensive home visitation services to those parents facing the greatest challenges.

The HFA approach includes numerous "critical elements" in the offering and content of services, their timing, linkages, staffing, and so forth. Most programs of home visitation in Nebraska are not so structured, and relatively few concentrate so sharply on "high-risk" families. While the intense and structured programs are the ones most likely to have shown positive results in published studies, Dr. Kitzman pointed out that this may reflect, in part, our relative inability to measure some important effects of such community-based efforts.

The Governor's Commission on Child Protection declined to specify a single model of home visitation for the State when offered opportunities to do so. A more suitable approach for Nebraska would seem to be to see what each community's concerned citizens view as the most likely route to successfully supporting new families and then finding resources to help them in this task. Such a community-based method would also reflect the philosophy of the Family Preservation and Support projects to be implemented in fifteen communities over the next several years. Under these initiatives, state government is attempting to become a "junior partner" in dozens of community-centered initiatives. Some of these have been reported in *footprints* and others undertaken as part of initiatives supported by state agencies working independently or collaboratively with each other and with businesses and foundations, all designed to enhance the health and well-being of Nebraska families including families with young children.

Good Beginnings Conference:

A Look Back

More than 300 participants from across Nebraska attended the Good Beginnings Conference held September 26-27, 1995, at the Clifford Hardin Nebraska Center for Continuing Education in Lincoln.

The goal of this first statewide Good Beginnings Conference was to offer a forum for people who provide health, education, and social services for young children and their families in which they can gain new information and skills. Particular emphasis was given to community-based collaboration of services and to strategies for effective home visitation.

Keynote speakers included Dr. Harriet Kitzman, a noted researcher on home visitation; Bryan Samuels from the Center for Family-Centered Practice with the Family Resource Coalition; Joy Rouse, deputy director of Parents as Teachers; and Patricia Scott-Davis from the National Committee to Prevent Child Abuse. Mrs. Diane Nelson, First Lady of Nebraska, also addressed the conference.

Twelve workshops helped participants to further increase their skill and knowledge base. Workshop topics included: evaluation techniques, service integration, working with culturally diverse families, information on parent education, special needs children, and gaining additional skills on home visitation.

Home Visits: A Personal Reflection

Maria S. Reyez

One-to-One Program, Lexington, Nebraska

I visited a first-time single mother. She was worried about her baby daughter because the baby was crying most of the time. She had taken her to the doctor and he changed formulas from Similac to Isomil. The doctor thought the baby may be a colicky baby.

During my home visit, the mother was preparing a baby bottle. I noticed she only put one scoop of powdered milk (formula) in a bottle of water. I asked if she had always been preparing the formula like this and she said "yes." So, I taught her how to mix three scoops of formula in a bottle of water. The baby was crying and hungry since there was too much water and not enough formula.

I think doctors should ask mothers how they are preparing formulas. They would then know if everything was okay. This home visit—a small, simple thing—did wonders to improve this family's life.

Since I have been visiting moms in this program, I feel very proud to be able to help people. It doesn't matter whether I speak Vietnamese or Laotian. I care so I help them. In addition, I have been making referrals for Early Intervention and other programs so others can receive therapy and help.

From the Good Beginnings Conference:

I'm working with a single mom with two school-age children who is trying to change her style of discipline, away from a lot of hitting and name calling, to a more nonviolent approach. We talk about more positive ways for her to relate to her children in our weekly meetings. She is trying to overcome lifelong patterns so that life can be better children.

The Head Start Home Visit

Annette Jensen, Director

Sarpy County Head Start

Home visiting is a basic part of the Sarpy County Cooperative Head Start Program.

Head Start Performance Standards require the Education Staff to make a minimum of two home visits a year in center-based programs. Teachers often make additional home visits because it is a very effective way to include parents in planning activities that will help their child develop.

The Social Service/Parent Involvement staff and Health staff also make home visits to improve relationships with families, identify or follow-up on family goals, or assist with crisis situations.

When Sarpy County Cooperative Head Start started four years ago, the benefits, policies, and rationale for going into the homes of our families were established and incorporated into our program and training sessions.

The foundation of the home visitation program is to develop a trusting relationship with each family and to constantly assist parents in setting goals.

Staff found some of the benefits of home visiting to be:

- Providing program staff with new insight into the children and families;
- Letting parents know how important they are to the program; and
- Giving families an additional opportunity to get to know staff.

Teachers make their first home visits in August before the first day of school and again during March and April. Teachers and parents together assess the developmental needs of the children. Teachers gain insight into the child's likes, dislikes, strengths, and gain insight about the whole family. Home activities in which the parent assists with the child's progress are left in the home by the teacher. As a result of the visit, the parents' skills as the prime educators of their children are reinforced.

Family Service Workers make an initial home visit to meet families and assess family goals. During this visit the **family** decides how often they would like future home visits by the Family Service Worker.

During home visits the Family Service Worker also encourages parents to become volunteers for the program, to attend Head Start activities, and provides parent education information. Home visiting is the core of the program.



"First Steps to a Good Beginnings" Project: Preliminary Evaluation Results

*Mario J. Scalora, Ph.D.
Center on Children, Families, & the Law
University of Nebraska-Lincoln*

The "First Steps to a Good Beginnings" Project involves the coordination of four human service agencies (Cedars Home for Children, Family Service, Lancaster County Health Department, Northeast Family Resource Center) providing home-based services to families. The following summarizes data collection efforts for the first six months of the project to assess its effectiveness in enhancing family support and well-being. The Center on Children, Families, & the Law is assisting with program evaluation efforts. These efforts are funded from a variety of sources, including a generous grant from the Lincoln Foundation, as well as resources obtained and provided by the participating agencies.

For the first six months of the project, this coordinated effort served more than 205 families. Of the 205 families served:

- 54% earn incomes below the poverty level;
- Almost two-thirds of the children are from single-parent households;
- Only 20% were involved with Child Protective Services;
- Nearly one-quarter were self-referred;
- Less than three-quarters were Caucasian; and
- 35% of parents did not graduate high school, while 22% have received some college education.

Families received the following services:

- Family outreach and home-based family therapy provided by the Cedars Home;
- Supportive home visitation to expectant and new parents through volunteers linked through the Family Service Welcome Baby Program;
- Parental education programs provided by the Northeast Family Resource Center; and
- Health screening, pre- and post-natal health care, and home visitation by nursing staff through the Lancaster County Department of Health.

The program evaluation found:

- A majority of the families viewed the services as meeting their needs;
- A substantial majority of the participants expressed a comfort with the various project staff and volunteers involved;
- Families receiving home-based therapy noted significant improvement in multiple areas of family functioning, such as improved communication, improved parenting skills and self-esteem, and decreased stress;
- A majority of the parents linked with Welcome Baby volunteers provided anecdotal information noting decreased stress and increased social support related to their visits with the volunteer partners; and
- All children receiving public health services obtained the necessary immunizations.

While the program evaluation results are preliminary, they reflect an effort to coordinate a variety of home-based services to meet the needs of a diverse population of families.

Columbus to be Site of Early Head Start Program

An Early Head Start National Demonstration Grant worth approximately \$745,000 has been awarded to Central Nebraska Community Services (CNCS) to impact pregnant women, infants, children to age three and their families in the Columbus area. CNCS was one of 68 projects funded in the nation.

Early Head Start will provide services to 75 eligible families in Columbus. The purpose of the program is to enhance children's physical, social, emotional, and intellectual development, and to provide a smooth transition into the regular Head Start Program.

The five-year demonstration program will also assist parents in fulfilling their parental roles and will provide them with opportunities to move toward self-sufficiency by working with other community organizations.

Services will be provided through a strengthened community support network which includes health and mental health providers, education and employment training, and parenting education. CNCS has interagency agreements with 21 service agencies in Columbus, Lincoln, and Omaha.

The University of Nebraska at Lincoln, Family and Consumer Science Department, will develop the child education curriculum and the evaluation tool for the program.

In order to coordinate the Columbus program, 19 persons in the Columbus area will be hired. Suzan Obermiller, CNCS Early Childhood Programs Director, expects to hire the staff at the beginning of 1996 and to start serving children and their families in August of that year.

"Columbus was targeted because the community has the reputation for working collectively for the betterment of its residents," Obermiller said. "We believe that the Early Head Start grant reviewers who conducted a site visit in July witnessed this and made a positive recommendation for our project."

Central Nebraska Community Services, based out of Loup City, is one of nine community action agencies in the state and has served 21 counties in Central Nebraska for more than 30 years. Currently, CNCS operates three Head Start programs and a child daycare center in Columbus.

From the Good Beginnings Conference:

One girl, "Amy," gave birth in November 1994 to a baby girl and graduated mid-term from LHS. She was able to place her baby in our program while she went to classes at Joseph's. We were able to answer her questions about child care, visit with her, encourage her about life in general, and congratulate her when she and her boyfriend were married this summer. Her situation continues to change as she grows and matures and furthers her education.

.....

A referral was initiated by the school identifying concerns for a family where the mother had suddenly died. The now single father, with three school-aged children (two special needs), found coping difficult. A family support specialist began working with the family to assist with resource funding for respite, special needs services, parent support, and coping techniques. The father maintained his job, emotional stability increased, and overall family functioning got better. The family's natural grieving process continued in a healthy way with added resources and community supports needed to less the stress.



Nebraska Good Beginnings™
fosters the development of community-based partnerships to address the health, education, and social service needs of Nebraska families with young children. Nebraska Good Beginnings is managed by the YWCA of Lincoln.
Contact Tina Fardella.
Phone: 402-434-3493.
Fax: 402-476-0519.



The Head Start—State Collaboration Project exists to promote and strengthen partnerships between local Head Start programs and state and local agencies. The Project is administered through the Nebraska Department of Education. Contact Linda Meyers, 402-471-2980. Fax: 402-471-0117.

Funding for this newsletter comes from the Nebraska Head Start—State Collaboration Project and the State of Nebraska.

Recent and Upcoming Recognitions

- October 31 - Northwest Community Head Start, Crawford (Chadron)
 - *October 31 - Keith County SWAT Inc. in conjunction with Home Health Care, Ogallala
 - *October 31 - Active Community Team of Saunders County, Wahoo
 - *November 2 - Lincoln Public Schools including Lincoln Even Start, Lincoln High Student Parent Program, Northeast High Student Parent Program, Lincoln Public Schools Community Student Parent Program, Lincoln
 - *November 2 - Carol M. Yoakum Family Resource Center and Arnold Heights Community, Lincoln
 - *November 27 - Head Start Child and Family Development Program, Hastings
 - November 27 - Healthy Starts - St. Francis Medical Center and Hall County Head Start, Grand Island
 - *November 27 - Welcome Baby Community Program, Central City
 - November 28 - Wisner, Macy, Niobrara, Winnebago Head Starts
- *Community awards designate a higher award, honoring broad community collaboration of a number of early childhood programs.

New Resources Available

- The Good Beginnings video first shown at the Conference is now ready for check out to use in communities.
- Good Beginnings community notebooks are available at no charge to recognized Good Beginnings programs or community teams focusing on early childhood. Please call 434-3493.
- Parent Education materials, the Parent Education Community Guide, and newsletters are available as well. A grant has been received to put some of the materials on tape and to translate them into Spanish.

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**Findings and Recommendations
for the
Improvement of Early Childhood Care/
Education Programs and Services
in
Nebraska**

FINDINGS AND RECOMMENDATIONS

Finding 1: Changes in the Child Care Licensing Statute: Since 1990, the number of licensed child care/preschool programs has increased by 45 percent. Staff dedicated to licensing child care/preschool programs increased significantly in 1992 as Child Care and Development Block Grant funds became available. However, as the number of licensed programs continues to increase and additional resources are unlikely, it becomes necessary to identify how best to use resources of money, people and time.

A number of states facing the same situation have enacted statutes which allow the issuance of non-expiring licenses. Once licensed, a child care/preschool program remains licensed until the provider voluntarily closes or the license is revoked. Benefits to issuing non-expiring licenses include: 1) the reduction of paper work; 2) the ability of licensing staff to focus on the child care programs needing more consultation/technical assistance in meeting licensing requirements; and, 3) an overall increase in the number of inspections that can be conducted, thus increasing the frequency of visits to all licensed programs.

Currently, initial and renewal licensing child care/preschool application requires State Fire Marshall and sanitation inspections conducted by the Department of Health or local health authority (Family Child Care Home II and Child Care Centers) in addition to Department of Social Services inspections. IN order to streamline the number of separate inspections, one entity could conduct renewal inspections and refer to the fire and sanitation authorities when needed. Initial licensure would continue to require fire safety inspections (all programs) and sanitation inspections (centers only).

Currently, Legislation specific to immunization reporting requires child care providers to send immunization records to the Department of Health on all enrolled children, including school-aged children. Legislation also requires public and private schools to send immunization records to the Department of Health. When children are enrolled in public or private schools in Nebraska also enrolled in a licensed child care program, duplicate immunization records are required to be mailed to the Department of Health for the same children.

Recommendation 1: Amend the licensing statute to allow for issuance of non-expiring licenses to child care and preschool programs with annual on-site inspections and maintenance of complaint tracking.

Recommendation 1a: Once licensed, annual inspections to child care programs would be made only by NDSS staff with referral to the State Fire Marshall and/or the Health Department as needed when violations of fire safety and/or health sanitation regulation(s).

Recommendation 1b: Amend statute to eliminate need for programs to send immunization reports/records to the Department of Health for any child currently enrolled in a public or nonpublic school.

Finding 2: Need for Increased Funding for Early Childhood Programs. Nebraska continues to lag behind virtually all other states in the level of state resources devoted to prekindergarten and parent education programs facilitated through schools. On a per capita basis (i.e., total appropriation divided by the total population of the state) in 1994-95, Nebraska appropriated \$.25. Per capita prekindergarten/parent education investments for 1994-95 in other Midwestern states include the following: Iowa - \$3.96 and Ohio - \$2.85. To be making an investment similar to Iowa, Nebraska would need to dedicate 5.220 million to prekindergarten/parent education programs.

The four Nebraska Early Childhood Education Pilot Projects first funded in 1992 are demonstrating significant benefits for participant children and families through programming partnerships between schools and community agencies. Together with other Department of Education initiatives to facilitate blended funding, these programs are illustrating cost-effective ways to offer comprehensive programs (see pages 57-63). This has allowed the restructuring of the state appropriation to allow the funding of four additional projects out of the original \$435,000 funding base.

When the request for proposals to fund 4 new prekindergarten and /or parent education programs was issued in late 1995, 18 requests were received, indicating that the need and interest far exceed the current resources. The benefits of high quality early childhood programs in terms of increased school and life achievement and the savings of public resources (over \$7.00 saved for every \$1.00 spent on early childhood programs) for decreased costs of special education, teen pregnancy, juvenile and adult crime, and dependence on welfare are well-established (Schweinhardt, 1995). Increased funding for early childhood programs is a wise investment of public resources.

Recommendation 2: Increase state funding for NDE-administered early childhood projects by at least \$250,000 annually allowing the funding of approximately 5 new projects each year.

Finding 3: Underpaid Staff versus Program Costs to Parents. Staff in early childhood care and education programs of all types, but especially those who work in home- and center-based child care and Head Start subsidize the services through their lost wages. A study of Nebraska salaries completed in 1993, found that teachers in early childhood care and education settings were paid \$12,450 annually compared to an average annual salary of \$28,754 for teachers in public schools settings with comparable responsibilities. On the other hand, parents are increasingly unable to locate or pay for quality programs.

A recently released national study found that child care in most centers in the United States is poor to mediocre, with almost half of the infants and toddlers in rooms having less than minimal quality. It found that one in eight centers (12 percent) provided less than minimal quality care, with the proportion rising to fully 40 percent for rooms serving infants and toddlers, who are clearly the most vulnerable. Only one in seven (14 percent) received a rating of good quality care for children overall, with even fewer programs (8 percent) providing good quality care for infants and toddlers. Continuing to tolerate low quality settings places high numbers of children at risk for lower school achievement and social incompetence (Helburn, *et al*, 1995). (See also, Finding

2 above).

Another national study found equally alarming patterns in family child care settings, which many parents use to care for their younger and more vulnerable children. This study found that over one-third of the programs were rated as inadequate, which means that their quality was low enough to actually harm children's development. Furthermore, the study found that low-income and minority children were more likely to be in lower quality programs than other children. Only 9 percent of the homes in the study were rated as good quality, which was defined as enhancing the growth and development of children (Galinsky, *et al*, 1994). (See also, Finding 2 above).

That public resources will be available to support the participation of all children in high quality settings is unlikely; however, this decade has seen examples of corporate and community support for increased programing in several Nebraska communities. This support is emerging with the increased understanding on the part of employers of the benefits to their workforce productivity when parents feel secure about the child care their children are receiving. A well-planned campaign to further inform Nebraska corporate and community leaders about the benefits of high quality early childhood care and education programs is needed to expand and institutionalize this support.

Recommendation 3: Accelerate efforts to broaden the several funding bases for early childhood care and education, including public and corporate support through a public education campaign.

Finding 4: Support for Staff Training. Through the dedication annually of approximately \$350,000 of Child Care and Development Block Grant funds for training of staff in early childhood care and education programs, Nebraska has established a commitment to at least a part of the resources needed to improve the knowledge base of early childhood professionals. These resources are at risk in the proposals now under consideration in the Congress in spite of strong evidence that level of training of teachers/caregivers is a critical element in assuring the health, safety, and well-being of children in programs, to say nothing of promoting their capacity to be successful in school. If the state is unwilling to assume responsibility for continuing the resources needed to provide at least minimum levels of training of staff, Nebraska children in early childhood care and education programs will be further at risk.

Recommendation 4: Retain at least the current training requirements for all categories of program licensing and commit to maintaining the resources available for training regardless of federal actions.

Recommendation 4a: Continue efforts to integrate training across program categories.

Recommendation 4b: Amend the Quality Child Care Act to permit Child Care Grant Funds to be used for staff training.

Finding 5: Kindergarten Entrance Age. The insufficient supply of high quality early childhood care and education settings documented in Findings 1-3 above, coupled with the diminished well-being of children below age 6 increases concerns about the ability of many children to be successful at the time they are enrolled in kindergarten. Recent research establishes that children from low income families are far less likely to have experienced a quality prekindergarten program and are far more like to have their development constrained by lack of medical care and good nutrition.

Concern about the "readiness" of many children to be successful in kindergarten is often expressed through a suggestion that the entrance age for kindergarten be raised, thereby causing children to be older when they are enrolled in kindergarten. Such a change in the current date of 5 by October 15 would have serious implications for low income children the age cohort whose fifth birthdays fall closest to the cutoff. Because low income families are least able to afford another year in child care or to attend a part-day preschool, children from low income families seldom wait a year to begin kindergarten as often happens with younger five-year olds from more affluent families.

This frequently causes young and less schooled (i.e., not having attended preschool) children from low income families and to be perceived by kindergarten teachers and others in the school setting as the least well prepared for school. Complicating this problem is the practice common among more affluent parents to hold their children out of school for a year, making such children 6 at school entrance and presenting the kindergarten teacher with an unreasonable age and experiential range for a kindergarten class..

There is a need to reduce the age range of entering kindergartners, but it should not be done at the expense of the youngest and poorest children. Causing them to delay entrance with no prospect for a preschool program, or a poor one at best, will do nothing to increase their chances for success in school. If any solution is considered, it should focus on reducing the number of children who are held out for a year. Raising the entrance age (i.e., making it earlier than October 15) would only cause the "rich" to get richer and the "poor" to get poorer. Further, the extensive research on this subject demonstrates clearly that making children older does nothing to improve the relative advantage of the youngest.

Whatever the entrance date, some children will always be the youngest. People in states with both earlier and later dates express exactly the same issues. And more troublesome is the tendency in those states where the date has been changed to make children older to find that it only takes a few years for people to want children to be even older.

If these trends continue, kindergarten as a program for five-year olds will virtually disappear. This phenomenon runs in opposition to the growing understanding of the benefit of quality programs for four-year olds. An example of this clash occurs in communities where children who have participated in Head Start or the Early Childhood Special Education program are not welcomed into the kindergarten; each year the Department of Education fields several reports from parents that school officials and teachers are recommending that such children are not "ready" for kindergarten. This occurs in spite of a ten-year-old state accreditation regulation

requiring that all children be admitted to the kindergarten based solely on having reached the age of entitlement.

The following are policy options to more fairly address this problem. They are presented in the most to least controversial order.

- Change the compulsory attendance age to match the kindergarten entrance age. This solution would place all children at a similar relative starting point in school and would reduce (but not eliminate) disparities in prior experience. Children from affluent families would still have had the benefit of access to a preschool program and many poor children would still have had no access to a preschool program. This policy change would likely be viewed by some as an intrusion of government on the family's freedom to make choices on behalf of its children.
- Require that children who do not enter kindergarten with their age peers be enrolled in first grade. Since children who are withheld do, for the most part, attend a preschool program for at least one year, this solution would, similarly to a lower compulsory attendance age, also tend to place all children at a similar relative starting point. While many parents who delay their children's entrance for a year do so out of genuine concern that their child will not be successful, others are seeking perceived advantage for their children by causing them to be among the oldest in the class. Such parents would be resistive of efforts to create greater equity through a requirement for first grade enrollment of late entrants. School officials may also be reluctant to accept children into first grade who have not experienced the district's kindergarten program.
- Create incentives for the establishment of multi age grouping at the kindergarten/primary level. Multi age grouping involves the deliberate creation of classes of children whose ages range from two to three or four years with an attendant expansion in the curriculum presented to children. Knowledge about the natural variations in children's developmental patterns during the period of early childhood through age 8, coupled with convincing research about the academic and social benefits of multi age grouping for children in this age range, suggest that promoting this form of class groupings would help to:
 - address the entrance age question by removing the incentive to delay children's entrance to achieve relative advantage over other children in the group truly address natural differences in development by allowing slower developing children to avoid inappropriate single-grade level expectations and experience a richer learning environment and expanding the range of curriculum for more rapidly developing children.
 - reduce special education referrals and need for service.
 - allow all children the established benefit of a more enduring relationship with their teachers and peers.

Approximately a dozen Nebraska school districts have moved to multi age grouping in recent years for the reasons cited above. A number of other states are including multi age grouping

as a part of their educational reform efforts and at least two are mandating this organizational pattern. The members of CCECECC believe that a mandate would not be appropriate in Nebraska. Rather, incentives to promote a wider application of this grouping pattern might include one or more of the following:

- An increase in the state aid formula for districts which offer full day kindergarten. (Organizing multi age groupings which include kindergartners is nearly impossible when kindergarten is offered on a half time basis. And again, Nebraska lags far behind other states in extending the kindergarten program to full day.) Tying the increased aid for full day kindergarten with multi age grouping would accomplish two positive outcomes with one strategy.
- A recommendation that professional organizations, teacher preparation institutions, the Educational Service Units and the Department of Education offer more staff development related to the benefits of multi age grouping.
- Modifications to grade-level-related language in statutes to make it clear that multi age grouping is a recognized beneficial practice and assure that NDE data gathering requirements do not discourage the practice.

Recommendation 5: Retain current kindergarten entrance age (five by October 15) or consider one or more of the policy options described above.

Finding 6: Clarification of Regulatory Responsibility for School-based Early Childhood and School Age Care Programs. Currently all types of early childhood care and education programs and school age care are licensed by the Department of Social Services with the exception of part-day preschool programs in public and non-public schools. In the 1995 Session, the Legislature amended the Quality Child Care Act to place permissive responsibility with the State Board of Education to promulgate minimum regulations for the operation of prekindergarten programs in public schools. This split the responsibility for oversight between DSS and NDE since full day prekindergarten programs and school age care in schools is regulated by DSS. School officials regularly express concern about the complication of oversight by two agencies, particularly when the programs are essentially the same (i.e., full day and part day) in what is needed to assure the health, safety and protection of children. Moving the responsibility for providing oversight of all forms of prekindergarten and school age care programs in public schools the Nebraska Department of Education would assist in current NDE efforts to consolidate funding sources and requirements and increase the likelihood that schools would consider the initiation of prekindergarten programs and school age care.

Recommendation 6: Place responsibility for administering minimum standards for public school-based early childhood care and education and school age care, including qualifications of staff, with the Nebraska Department of Education.

References

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General Appendices

- A. NDSS/NDE Memorandum of Agreement**
- B. Early Childhood Act**
- C. Child Care Act**
- D. Early Intervention Act**

1993-95
Memorandum of Agreement
between the
Nebraska Department of Education
and the
Nebraska Department of Social Services

regarding

Child Care and Early Childhood Education

I. Purpose

The Nebraska Departments of Education and Social Services (hereafter NDE and DSS) commit to this interagency agreement of collaboration in order to delineate their roles and responsibilities toward improving the quality and availability of early care and education in Nebraska under federal and state legislation described in Section II below. This legislation provides the opportunity to improve opportunities for children, to increase cooperation between the two agencies and make more efficient use of public resources.

II. Statutory Background and Authority

A. Legislative Intent

According to Section 79-3701 R.R.S. the Early Childhood Education Act:

- (1) The Legislature hereby finds and declares that: (a) Early childhood and parent education programs can assist children in achieving their potential as citizens, workers, and human beings; (b) early childhood education has been proven to be a sound public investment of funds not only in assuring productive, taxpaying workers in the economy but also in avoidance of increasingly expensive social costs for those who drop out as productive members of society; (c) the key ingredient in an effective early childhood education program is a strong family education component because the role of the parent is of critical importance; (d) while all children can benefit from quality, developmentally appropriate early childhood education experiences, such experiences are especially important for at-risk infants and children; and (e) current early childhood education programs serve only a fraction of Nebraska's children and the quality of current programs varies widely.

- (2) Therefore, it is the intent of the Legislature and the public policy of this state to encourage the provision of high-quality early childhood education programs for infants and young children. The purpose of sections 79-3701 to 79-3703 is to provide state assistance for early childhood education training and pilot projects and to encourage coordination between public and private service providers of early childhood education and child care.

According to Sections 43-2602 through 43-2604 R.R.S. of the Quality Child Care Act:

It is the intent of the Legislature to promote the growth and development of a comprehensive child care system which meets the needs of families in Nebraska by encouraging high-quality, affordable, and accessible child care services that are educationally and developmentally appropriate. The Legislature finds that existing child care resources are inadequate to meet the need for services and that high-quality services can substantially increase the well-being of children and families. The Legislature declares that it shall be the policy of the State of Nebraska to:

- (1) Recognize the family as the most important social and economic unit of society and support the central role parents play in raising children. All parents are encouraged to care for and nurture their children through the traditional methods of parental care at home. However, to the extent child care services are used, parents are encouraged to participate fully in the effort to improve the quality of child care services;
- (2) Promote a variety of culturally and developmentally appropriate child care services of high quality;
- (3) Promote the growth, development, and safety of children by working with community groups, including providers and parents, to establish standards for high-quality child care services, training of child care providers, fair and equitable monitoring, and salary levels commensurate with provider responsibilities and support services;
- (4) Promote equal access to high-quality, affordable, and socioeconomically integrated child care for all children and families; and
- (5) Facilitate broad community and private sector involvement in the provision of high-quality child care services to foster economic development and assist business.

The Legislature supports the full integration of children with special needs into the same child care environments serving children with no identified handicapping conditions.

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The Legislature also finds that day care homes should be the primary focus in upgrading early childhood programs in Nebraska at this time. There is a need for a larger, more visible, and better trained supply of day care homes.

The Legislature finds that since the majority of young children will continue to be served in private child care settings and early childhood programs, an investment of public resources in upgrading the training levels of staff will be an investment in all the children of the state. Coordination of existing training opportunities offered by agencies would greatly enhance the ability of providers in local communities to gain access to relevant training and would also enhance efforts to provide training which is sensitive to local needs. The Legislature also finds that training which brings together providers from various programs can provide settings in which to initiate and promote collaborative efforts at the local level.

The Legislature finds that the highest priority need for training is for day care home providers.

The Legislature further finds that the funding provided by the Child Care and Development Block Grant Act of 1990 will provide significant new funding to improve child care and early childhood education in Nebraska.

B. Agency Responsibilities

- (1) According to Sections 43-2619 and 43-2620 R.R.S., the Quality Child Care Act:

There is hereby created within the State Department of Education an office for child development and early childhood education services.

The Department of Social Services and the office for child development and early childhood education services shall collaborate in their activities

- (2) According to Section 79-3702 R.R.S.:

The State Board of Education shall establish or designate, under the jurisdiction of the State Department of Education, an Early Childhood Training Center. The purpose of the center shall be to train individuals who provide education and development activities for infants and young children and their parents. The center, taking into consideration existing public and private training efforts, shall provide support and assistance to schools and public and private providers of early childhood education services in developing training programs for staff. The center, taking

into consideration existing public and private training efforts, shall also provide clearinghouse information and publications on available early childhood education training opportunities throughout the state.

The center shall establish a statewide training program to support the development of parent education programs in local communities. The goal of this project shall be to train individuals who will be able to work with public and private providers of early childhood services to establish parent education programs in their communities.

III. General Responsibilities

In order to assure that the collaborative mandate of the Legislature is implemented, NDE and DSS agree to operate under the general conditions specified below.

- A. Whenever either NDE or DSS plans and/or undertakes activities in the area of early care and education, the planning for such activities should include consultation between staff from both agencies to determine the appropriate role for each to play.
- B. Meeting dates will be jointly established, when such meetings are necessary to carry out the activities described herein.
- C. Each agency will be responsible for providing copies of relevant correspondence and other materials relative to the implementation of this agreement in a timely manner to appropriate staff identified by both agencies.
- D. Whenever appropriate, communication and materials relating to early care and education will be produced jointly and will carry such indication thereon.
- E. Both agencies will promote the inclusion of related interagency functions such as services to young children with disabilities in this or adjunct agreements.
- F. In the event of concerns regarding implementation of this agreement, staff of both agencies will meet with the Executive Committee of the Child Care and Early Childhood Education Coordinating Committee and attempt to negotiate a compromise.

IV. Responsibilities for 1991-92

Section 43-2620 R.R.S., the Quality Child Care Act, specifies activities upon which NDE and DSS are intended to collaborate. Based on these activities, NDE and DSS hereby agree to:

A. *Provide and coordinate staff assistance to the Child Care and Early Childhood Education Coordinating Committee (CCECECC).*

- (1) The Commissioner of Education and the Director of DSS will each appoint a representative to serve on CCECECC. These individuals will also serve on the Executive Committee of CCECECC.
- (2) Recommendations for potential new and continuing appointments to CCECECC will, based on consultation with the Executive Committee of CCECECC, be forwarded to the Governor as joint correspondence from the Director of the Department of Social Services and the Commissioner of Education.
- (3) NDE and DSS will cooperate in providing staff support and clerical assistance in support of committee activities, including subcommittees and task groups. Staff from each agency shall be represented on each subcommittee. For 1993-95, agency subcommittee responsibilities are as follows:
 - Child Care Grant Fund - DSS
 - Continuity Grant Fund - NDE
 - Professional Development Advisory Committee - NDE
 - Program Recognition - NDE
 - Licensing - DSS
- (4) NDE and DSS will identify staff in related agencies who are to receive all correspondence related to meetings, and be invited to provide resource/technical assistance as needed.
- (5) Staff from NDE and DSS will cooperatively plan and arrange to respond to work resulting from actions taken by CCECECC and its subcommittees.
- (6) DSS will be responsible for reimbursing committee members for their actual and necessary expenses, including child care.
- (7) NDE and DSS will receive and consider recommendations from CCECECC.
- (8) Mailings related to specific subcommittees will be the responsibility of the lead agency for that committee. CCECECC (full committee) mailings will be the responsibility of DSS.

B. *Encourage the development of comprehensive systems of child care programs and early childhood education programs which promote the wholesome growth and educational development of children, regardless of the child's level of ability.*

- (1) DSS will administer the Child Care and Development Block Grant and other such federal and state funds except as indicated in (3) and (4) below, which are assigned to DSS for the provision of child care services.
- (2) NDE will administer the Early Childhood Education Act (79-3701-3, R.R.S.) and other such federal and state funds except as indicated in (3) and (4) below, which are assigned to NDE for the provision of early childhood and early childhood special education services.

- (3) In consultation with one another, NDE and DSS will administer the grant programs of the Child Care and Development Block Grant as follows:
NDE - Training Grants and Continuity Grants; DSS - Child Care Grant Fund.
 - (4) In consultation with DSS, NDE will administer the School Age Child Care Grant.
- C. *Encourage and promote the provision of parenting education, developmentally appropriate activities, and primary prevention services by child care providers.*
- (1) NDE, through the Early Childhood Training Center, will utilize the resources available through the Early Childhood Training Fund to enhance, provide, and coordinate training opportunities for child care staff. In addition to current activities of the Training Center, activities related to the Quality Child Care Act will include:
 - a. The expansion and coordination of training concerning health, safety, and developmental needs of children. (See also Section H below.)
 - b. The development of strategies for information exchange statewide to assure that all early care and education staff are aware of training opportunities and that training efforts are enhanced through cooperative planning.
 - c. A pilot effort to assist communities requesting such assistance to development a comprehensive early childhood training plan.
 - d. The development of programs targeted to parents needing or using child care to assist them in selecting optimum child care settings.
 - e. The continuation of specialized training regarding the care of children with disabilities.
 - f. The provision of Training Catalogs to all licensed child care centers, preschools, Child Care Food Program sponsors, and regional and local training providers receiving grants as provided in Section H below.
 - g. The provision of media catalogs to all relevant DSS staff and Child Care Food Program sponsors, and regional and local training providers receiving grants as provided in Section H. below.
 - h. A pilot effort to identify and support mentors for early care and education staff requesting such assistance.
 - (2) DSS will assist child care providers in identifying training needs.
 - (3) DSS in consultation with NDE will initiate a system of documenting the training levels of staff in specific child care settings.
 - (4) To assist early care and education staff to select appropriate training, NDE and DSS will develop a process to expand available training information via the Early Childhood Training Center. The process will incorporate the Child

Development Associate (CDA) credential competencies and will include training levels, expected competencies and an evaluation process.

- (5) NDE, through the Early Childhood Training Center, will develop and disseminate parenting education materials in connection with the Good Beginnings initiative.
- (6) With the approval of NDE and in consultation with DSS, and in collaboration with CCECECC, the Early Childhood Training Center will assemble a representative committee to advise in the development and evaluation of the programs and services of the Training Center. This function will be incorporated into the work of the Professional Development Advisory Committee of CCECECC.
- (7) DSS, in consultation with NDE, will contract for the production and distribution of a statewide early care and education newsletter. NDE will support the distribution of the newsletter by assuming the cost of those sent to schools, higher education and NDE sponsored committees. Staff from both agencies and the Early Childhood Training Center will serve as a review committee. The mailing list will be jointly developed and maintained.

D. *Facilitate cooperation between the private and public sectors in order to promote the expansion of child care services.*

- (1) DSS will design a process to cooperate with referral agencies in the promotion and expansion of local child care services.
- (2) NDE and DSS will coordinate public education and media information concerning early care and education issues and activities.
- (3) NDE and DSS will collaborate with public and private sector agencies, committees, and organizations which provide and/or advocate on behalf of the development and improvement of early care and education services. At a minimum this will include collaboration with:
 - a) Early Childhood Task Force of the State Board of Education;
 - b) Nebraska Interagency Coordinating Council; and
 - c) Head Start-State Collaboration Project Advisory Committee.

E. *Promote continuing study of child care needs and early childhood education and the most effective methods by which these needs can be served through governmental and private programs.*

- (1) NDE and DSS will respond to requests for information from the Child Care and Early Childhood Education Coordinating Committee and other related task forces and advisory groups of common purpose.
- (2) NDE and DSS will continue to monitor funding resources and make relevant information available to other state and community agencies and groups.

F. *Coordinate activities of the office with other state agencies serving children and families.*

- (1) NDE and DSS will collaborate with the Children and Family Policy Office, the Departments of Labor, Economic Development, and Health, and the Women's Commission to identify strategies and to produce materials to assist communities in planning for early care and education services. Oversight of this effort shall be provided by the Head Start- State Collaboration Project.**
- (2) NDE and/or DSS will collaborate with all other state agencies serving children and families to coordinate information and resources which address early care and education issues and services.**

G. *Strive to make the state a model employer by encouraging the state to offer a variety of child care benefit options to its employees.*

- (1) NDE and DSS will recommend to the Early Child Care and Early Childhood Education Coordinating Committee the establishment of a subcommittee to address this issue.**

H. *Provide training for child care providers as authorized in Sections 79-3701 to 79-3703 (Early Childhood Education Act, LB 567).*

- (1) In addition to activities specified in Section C above, NDE, in consultation with DSS, will utilize the Early Childhood Program Training Fund authorized in the Quality Child Care Act to support grants to local or regional training providers including, but not limited to, community colleges, county extension offices, and/or health and safety education agencies to enhance and provide training opportunities. Such training grants will be coordinated through the Early Childhood Training Center.**
- (2) NDE, in consultation with DSS, will study alternative modes for delivery of training.**

I. *Develop and support resource and referral services for parents and child care providers that will be in place by January 1, 1994.*

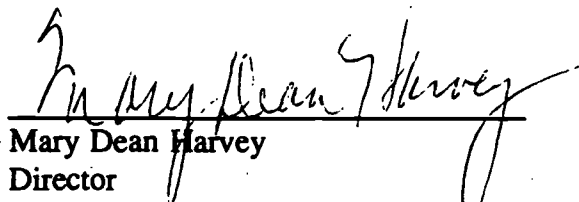
- (1) In addition to activities specified in Section D(1), DSS will promote the addition of child care resource and referral to existing general purpose local and regional community resource services.**
- (2) NDE and DSS will promote the further development of early care and education resource and referral services through local and regional community resource teams and committees.**
- (3) DSS through NDE will provide funds to support a statewide toll-free hotline for child care staff to be located at the Early Childhood Training Center.**

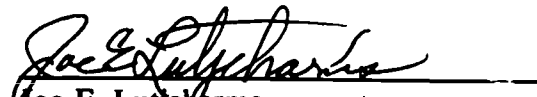
- J. *Promote the involvement of businesses and communities in the development of child care services throughout the state by providing technical assistance to providers and potential providers of child care services.*
- (1) In addition to activities specified in Section F(1), DSS will provide technical assistance related to program startup and licensing to child care providers and/or potential providers regarding development or expansion of child care services.
 - (2) NDE and the Early Childhood Training Center will respond to referrals and requests for information, consultation and training in connection with quality program elements.
- K. *Establish a voluntary accreditation process for public and private child care and early childhood education providers, which promotes program quality.*
- (1) NDE and DSS will provide staff to the subcommittee of the Child Care and Early Childhood Education Coordinating Committee charged with recommending a process to promote higher quality in early care and education programs, including family day care.
 - (2) NDE will recommend the adoption of regulations to the State Board of Education.
 - (3) NDE will provide staff to implement the process.
 - (4) DSS will promote the participation of licensed and registered early care and education programs in this process.
- L. *At least biennially, develop an inventory of child care and early education programs provided to children in Nebraska and identify the number of children receiving and not receiving such services, the types of programs under which the services are received, and the reasons children not receiving the services are not being served.*
- (1) DSS, in coordination with NDE, will initiate a statewide assessment of needs for early care and education services to children and families.
 - (2) NDE and DSS will develop a biennial early care and education report in collaboration with the Child Care and Early Childhood Education Coordinating Committee and the Early Childhood Task Force of the State Board of Education.
- M. *Support the identification and recruitment of persons to provide child care for children with disabilities.*
- (1) NDE and DSS, through the Early Childhood Training Center and the Child Care Resource Specialists, will provide consultive assistance to persons interested in providing child care to children with disabilities.


- (2) NDE and DSS will collaborate with other statewide efforts which provide assistance to persons interested in providing child care to children with disabilities.
- (3) NDE and DSS will collaborate in the development and dissemination of materials designed to promote greater interest in serving young children with disabilities among child care providers.

V. Review and Termination

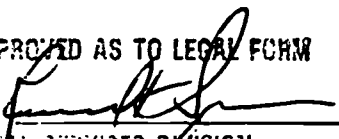
This Memorandum of Agreement will be reviewed six months after initial implementation and prior to June 30 of the close of each biennium. Either party may terminate the agreement at any time with 30 days notice to the other party.


Mary Dean Harvey
Director
Department of Social Services


Joe E. Lutfcharms
Commissioner
Department of Education


Date

July 23, 1993
Date

APPROVED AS TO LEGAL FORM
BY 
LEGAL SERVICES DIVISION

ARTICLE 37 EARLY CHILDHOOD EDUCATION

Section.

79-3701. Legislative findings and intent.

79-3702. Early Childhood Training Center; established; purpose; duties; statewide training program; established.

79-3703. Early Childhood Education Pilot Project Program; established; Early Childhood Education Pilot Project Steering Committee; pilot projects; requirements; location; duration; report.

79-3701. Legislative findings and intent. (1) The Legislature hereby finds and declares that: (a) Early childhood and parent education programs can assist children in achieving their potential as citizens, workers, and human beings; (b) early childhood education has been proven to be a sound public investment of funds not only in assuring productive, taxpaying workers in the economy but also in avoidance of increasingly expensive social costs for those who drop out as productive members of society; (c) the key ingredient in an effective early childhood education program is a strong family education component because the role of the parent is of critical importance; (d) while all children can benefit from quality, developmentally appropriate early childhood education experiences, such experiences are especially important for at-risk infants and children; and (e) current early childhood education programs serve only a fraction of Nebraska's children and the quality of current programs varies widely.

(2) Therefore, it is the intent of the Legislature and the public policy of this state to encourage the provision of high-quality early childhood education programs for infants and young children. The purpose of sections 79-3701 to 79-3703 is to provide state assistance for early childhood education training and pilot projects and to encourage coordination between public and private service providers of early childhood education and child care.

Source: Laws 1980, LB 967, § 1.
Effective date July 10, 1980.

79-3702. Early Childhood Training Center; established; purpose; duties; statewide training program; established. (1) The State Board of Education shall establish or designate, under the jurisdiction of the State Department of Education, an Early Childhood Training Center. The purpose of the center shall be to train individuals who provide education and development activities for infants and young children and their parents. The center, taking into consideration existing public and private training efforts, shall provide support and assistance to schools and public and private providers of early childhood education services in developing training programs for staff. The center, taking into consideration existing public and private training efforts, shall also provide clearinghouse information and publications on available early childhood education training opportunities throughout the state.

(2) The center shall establish a statewide training program to support the development of parent education programs in local communities. The

goal of this project shall be to train individuals who will be able to work with public and private providers of early childhood services to establish parent education programs in their communities.

Source: Laws 1980, LB 967, § 2.
Effective date July 10, 1980.

79-3703. Early Childhood Education Pilot Project Program; established; Early Childhood Education Pilot Project Steering Committee; pilot projects; requirements; location; duration; report. (1) The State Board of Education shall establish the Early Childhood Education Pilot Project Program. The State Department of Education, with the assistance of an Early Childhood Education Pilot Project Steering Committee appointed by the State Board of Education, shall establish guidelines and criteria for pilot projects. Based on such criteria and guidelines, the board shall request proposals from local school districts and cooperatives of school districts and select four proposals for early childhood education pilot projects. Each project so selected shall be provided funds of up to one hundred thousand dollars per year.

(2) Each pilot project proposal which is accepted by the board shall include (a) a planning period of at least six months, (b) an agreement to participate in an evaluation of the project to be specified by the department, (c) evidence that the project will be coordinated or contracted with existing programs, including Head Start and services for handicapped children below five years of age as provided in the Special Education Act, and (d) a plan to use a combination of funding sources, including sliding fee scales, to maximize the participation of diverse groups.

(3) Each project shall also demonstrate the following elements of quality early childhood education programs, including: (a) A strong family education component recognizing the central role of parents in their children's development; (b) well-trained staff and optimum staff and child ratios; (c) developmentally appropriate curriculum, practices, and assessment; (d) sensitivity to the economic and logistical needs and circumstances of families in the provision of services; (e) integration of children of diverse social and economic characteristics; (f) a sound evaluation component, including at least one objective measure of child performance and progress; and (g) continuity with programs in kindergarten and elementary grades.

(4) One pilot project shall be located in each of the three congressional districts and one shall be located at large according to the decision of the department.

(5) The pilot projects shall continue for three calendar years, and by July 1, 1983, the department shall conduct an overall evaluation of the success or failure of the pilot projects and components thereof. A report evaluating the pilot projects shall be made to the State Board of Education and the Legislature by November 30, 1983.

Source: Laws 1980, LB 967, § 2.
Effective date July 10, 1980.

Cross Reference
Special Education Act, see section 79-3301.

BEST COPY AVAILABLE

ARTICLE 26 — CHILD CARE

43-2601. ACT, HOW CITED. Sections 43-2601 to 43-2625 and section 21 of this act shall be known and may be cited as the Quality Child Care Act. (Laws 1991; 1995.)

43-2602. LEGISLATIVE INTENT. It is the intent of the Legislature to promote the growth and development of a comprehensive child care system which meets the needs of families in Nebraska by encouraging high-quality, affordable, and accessible child care services that are educationally and developmentally appropriate. The Legislature finds that existing child care resources are inadequate to meet the need for services and that high-quality services can substantially increase the well-being of children and families. (Laws 1991.)

43-2603. LEGISLATIVE DECLARATIONS. The Legislature declares that it shall be the policy of the State of Nebraska to:

(1) Recognize the family as the most important social and economic unit of society and support the central role parents play in raising children. All parents are encouraged to care for and nurture their children through the traditional methods of parental care at home. However, to the extent early childhood care and education and school-age-care programs are used, parents are encouraged to participate fully in the effort to improve the quality of such programs;

(2) Promote a variety of culturally and developmentally appropriate child care programs of high quality;

(3) Promote the growth, development, and safety of children by working with community groups and agencies, including providers and parents, to establish standards for high-quality programs, training of providers, fair and equitable monitoring, and salary levels commensurate with provider responsibilities and support services;

(4) Promote equal access to high-quality, affordable, and socioeconomically integrated programs for all children and families; and

(5) Facilitate broad community and private sector involvement in the provision of high-quality programs to foster economic development and assist business.

The Legislature supports the full integration of children with special needs into the same child care environments serving children with no identified handicapping conditions.

The Legislature also finds that family child care homes should be the primary focus in upgrading child care programs in Nebraska at this time. There is a need for a larger, more visible, and better trained supply of family child care homes. (Laws 1991; 1995.)

43-2604. LEGISLATIVE FINDINGS AND PRIORITIES. The Legislature finds that since the majority of children of prekindergarten age will continue to be served in private child care settings and programs, an investment of public resources in upgrading the training levels of staff will be an investment in all the children of the state. Coordination of existing training opportunities offered by agencies would greatly enhance the ability of providers in local communities to gain access to relevant training and would also enhance efforts to provide training which is sensitive to local needs. The Legislature also finds that training which brings together staff from various programs can provide a setting in which to initiate and promote collaborative efforts at the local level.

The Legislature finds that the highest priority need for training is for family child care home providers.

The Legislature further finds that the funding provided by the federal Child Care and Development Block Grant Act of 1990 will provide significant new funding to improve child care and early childhood education and school-age care in Nebraska. (Laws 1991; 1995.)

43-2605. TERMS, DEFINED. For purposes of the Quality Child Care Act:

(1) Child care shall mean the care and supervision of children in lieu of parental care and supervision and shall include programs: and

(2) Programs shall mean the programs listed in subdivision (3) of section 71-1910. (Laws 1991; 1995.)

43-2606. PROVIDERS OF EARLY CHILDHOOD PROGRAMS; TRAINING REQUIREMENTS. (1) The Department of Social Services shall adopt and promulgate rules and regulations for mandatory training requirements for providers of child care and school-age-care programs. Such requirements shall include preservice orientation and at least four hours of annual inservice training.

(2) The department shall initiate a system of documenting the training levels of staff in specific child care settings to assist parents in selecting optimal care settings.

(3) The training requirements shall be designed to meet the health, safety, and developmental needs of children and shall be tailored to the needs of licensed providers of child care programs.

(4) The department shall provide or arrange for training opportunities throughout the state and shall provide information regarding training opportunities to all providers of child care programs at the time of registration or licensure or when renewing a registration or license. (Laws 1991; 1995.)

43-2607. EARLY CHILDHOOD PROGRAM TRAINING FUND; CREATED; USE; INVESTMENT; CONTRACTS AUTHORIZED. There is hereby created the Early Childhood Program Training Fund. The fund shall be administered by the State Department of Education and shall be used to enhance, provide, and coordinate training for providers of programs. Emphasis shall be placed on the coordination of and dissemination of information about existing training opportunities. Such training may include:

(1) Programs targeted to parents needing or using child care to assist them in selecting optimum child care settings;

(2) Specialized training regarding the care of children with special needs; and

(3) Programs concerning health, safety, or developmental needs of children.

The department may contract with any public or private entity to provide such training. Any money in the fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act. (Laws 1991; 1994; 1995.)

43-2608. TOLL-FREE HOTLINE FOR PROVIDERS; ESTABLISHED. The Department of Social Services shall establish a statewide toll-free hotline to provide immediate responses to the needs of providers of programs. Such hotline may be operated by the department, or the department may contract with a state agency or with any other public or private entity capable of providing such service to operate the hotline. (Laws 1991; 1995.)

43-2609. DAY CARE HOMES; VOLUNTARY REGISTRATION; DEPARTMENT; POWERS AND DUTIES; PAYMENTS; RESTRICTED. (1) The Legislature finds that a system of voluntary registration would provide a mechanism for participation in the food programs offered by the United States Department of Agriculture, for eligibility to receive funds under the federal Child Care Subsidy program, for support and assistance to unlicensed family child care home providers, and for voluntary participation in training.

(2) The Department of Social Services shall institute a system of voluntary registration for family child care homes not required to be licensed under section 71-1911. The department shall promulgate standards for such voluntary registration. The department shall not make payments for child care, from any state or federal funds, to family child care home provider not voluntarily registered under this section.

(3) The department shall issue a certificate of registration to any family child care home provider registered pursuant to this section.

(4) For purposes of implementing voluntary registration, the department may contract with family child care home associations or full-service community-based agencies to carry out such voluntary registration procedures for the department. (Laws 1991; 1995.)

43-2610. CHILD CARE RULES AND REGULATIONS ADVISORY COMMITTEE; ESTABLISHED; MEMBERSHIP; DUTIES; TERMS; EXPENSES; MEETINGS. (1) There is hereby established the Family Child Care Rules and Regulations Advisory Committee to advise the Department of Social Services on all aspects of the rules and regulations concerning family child care homes licensed by the department. The advisory committee shall be comprised of at least ten members, seven of whom shall be family child care home providers and three of whom shall be parents. Two providers shall be appointed from each congressional district, and one provider shall be appointed at large. One parent shall be appointed from each congressional district. The members of the advisory committee shall be appointed by the Director of Social Services.

(2) The initial members of the advisory committee shall be appointed for staggered terms of one, two, and three years so that no more than one-third, rounded to the next higher whole number, of the members of the committee shall turn over in any given year. Following initial appointments to the advisory committee, appointments shall be for terms of three years. No member shall serve more than two terms on the committee. Members shall be reimbursed for their actual and necessary expenses, including child care, as provided in sections 81-1174 to 81-1177.

(3) The advisory committee shall meet at least twice a year but may meet more often at the request of the director or a majority of the committee members. Meetings shall be scheduled on a rotating basis so that a meeting is held in each congressional district. (Laws 1991; 1995.)

43-2611. CHILD CARE AND EARLY CHILDHOOD EDUCATION COORDINATING COMMITTEE; ESTABLISHED; MEMBERSHIP. There is hereby established the Child Care and Early Childhood Education Coordinating Committee to provide coordination and communication between state agencies responsible for child care and early childhood education services. The coordinating committee shall be composed of at least sixteen members, at least five of whom shall be residents of the third congressional district. The members shall include:

(1) One representative each from the Nebraska Commission on the Status of Women, the Department of Economic Development, the Department of Social Services, and the State Department of Education;

(2) At least one representative of family child care home providers and one representative of child care center providers;

(3) At least one specialist in working with young children with disabilities;

(4) At least one early childhood development expert;

(5) At least one representative of school districts involved in the provision of before-and-after-school services or preschool programs;

(6) At least one parenting education specialist;

(7) At least one representative of resource and referral programs;

(8) One pediatrician or other pediatric health care professional;

(9) At least one representative of a college, community college, or university that provides child care to its students or employees;

(10) At least one representative of a citizens group or other group concerned with child care;

(11) At least one representative of a labor organization;

(12) At least one representative of a Head Start agency;

(13) At least one employer who provides child care assistance to employees; and

(14) Parents of children receiving or in need of child care.

The commission and departments shall select their representatives to the coordinating committee. The Governor shall appoint the remaining members considering recommendations submitted by professional associations and other groups interested in child care and early childhood education services. The Governor shall appoint the chairperson of the coordinating committee. The chairperson shall not be from the Department of Social Services or from the State Department of Education.

The executive committee of the coordinating committee shall consist of the chairperson of the coordinating committee, the representatives of the Department of Social Services and the State Department of Education, and the chairpersons of any standing subcommittees established by the coordinating committee. (Laws 1991; 1995.)

43-2612. COMMITTEE; ADMINISTRATION; STAFF SUPPORT. The Department of Social Services shall provide administrative support for the Child Care and Early Childhood Education Coordinating Committee. Staff support for the coordinating committee shall be provided by the State Department of Education and the Department of Social Services on a cooperative basis. Staff from other state agencies involved in child care and early childhood education shall be utilized and provided as appropriate. (Laws 1991; 1995.)

43-2613. COMMITTEE; MEMBERSHIP; TERMS; EXPENSES. The initial members of the Child Care and Early childhood Education Coordinating Committee shall be appointed for staggered terms of one, two, and three years so that no more than one-third, rounded to the next higher whole number, of the appointed members shall turn over in any given year. Following initial appointments to the coordinating committee, appointments shall be for terms of three years. Members shall be reimbursed by the Department of Social Services for their actual and necessary expenses, including child care, as provided in sections 81-1174 to 81-1177. (Laws 1991; 1995.)

43-2614. COMMITTEE; BLOCK GRANTS; RECOMMENDATIONS; IMPLEMENTATION. The Child Care and Early Childhood Education Coordinating Committee shall, subject to federal funding cycles, submit to the Governor and the Commissioner of Education its recommendations to implement the federal Child Care and Development Block Grant Act of 1990. Such plan shall include the provisions of the Quality Child Care Act and other federal and state child care and early childhood education initiatives as appropriate. The committee shall review and comment upon the plans to implement the federal Child Care and Development Block Grant Act of 1990 prior to submission of the plans to the appropriate federal agency. (Laws 1991; 1995.)

43-2615. COMMITTEE; DUTIES; PUBLIC HEARINGS. To the extent possible the Child Care and Early Childhood Education Coordinating Committee shall:

(1) Serve as an advisory coordinator for all state agencies responsible for child care programs and early childhood education for the purpose of improving communication and interagency coordination. The coordinating committee shall annually review state programs and make recommendations to the agencies and the Legislature which will maximize funding and promote the policies set forth in the Quality Child Care Act;

(2) Review and propose changes to the federal Child Care Subsidy program, including the adequacy of the sliding fee schedule;

(3) Review administration of any child care expansion grant program;

(4) Review and provide input toward the improvement of the quantity and quality of child care in the state, including advice to state agencies in their implementation of existing federal law and regulations as well as planning for future available federal funding;

(5) Review rules and regulations or proposed revisions to existing rules and regulations governing the registration or licensing of programs;

(6) Advise the Director of Social Services on the administration of the licensing responsibilities of the Department of Social Services related to section 71-1910;

(7) Make recommendations to the Director of Social Services, the State Board of Education, the State Department of Education, and all other state agencies involved in the regulation or provision of child care programs, and early childhood education on the needs, priorities, programs, and policies relating to child care and early childhood education throughout the state;

(8) Study and recommend additional resources for child care programs, and early childhood education;

(9) Review and provide advice concerning the availability of employment-related child care;

(10) Advise the Department of Social Services as to whether separate standards are needed for before-and-after-school child care programs;

(11) Report annually to the Governor and Legislature on the status of child care and early childhood education, including information about licensed programs, Head Start, programs administered by the State Department of Education, early childhood education staff training, state accreditation, program compliance with immunization reporting requirements pursuant to section 71-1913.01, and the information required pursuant to section 71-1917. The report shall contain the following data from the child care complaint tracking system: Complaints by license type; allegations and substantiations by licensing rule and by county; and negative licensing actions by the Department of Social Services, including suspensions, probationary licenses issued, revocations, denials, and emergency orders. The report shall include such findings and recommendations as are needed for the improvement of child care programs and early childhood education in the State of Nebraska; and

(12) Make recommendations as to the need for separate licensing requirements for programs providing child care for children who are medically fragile or technologically dependent and, if such a need is determined, make recommendations as to what the standards shall be.

Before making recommendations as outlined by this section, the coordinating committee shall hold public hearings and invite suggestions from parents of children utilizing child care, from providers of such programs, and from other interested parties. At least one public hearing shall be held in the third congressional district. (Laws 1991; 1995.)

43-2616. FAMILY DAY CARE HOME; LOCATIONS. Notwithstanding any other provision of law, including section 71-1914, family child care homes licensed by the Department of Social Services pursuant to section 71-1911 or by a city, village, or county pursuant to subsection (2) of section 71-1914 may be established and operated in any residential zone within the exercised zoning jurisdiction of any city or village. (Laws 1991; 1995.)

43-2617. EARLY CHILDHOOD PROGRAM; COMMUNICABLE DISEASE; NOTICE TO PARENTS. A provider of a program shall notify the parents of enrolled children of the outbreak of any communicable disease in any child in the program on the same day the provider is informed of or observes the outbreak. The Department of Social Services in consultation with the Department of Health shall develop appropriate procedures to carry out this section. (Laws 1991; 1995.)

43-2618. DAY CARE HOMES; INSPECTIONS. All family child care homes required to be licensed under section 71-1911 or which are registered pursuant to section 43-2609 shall be inspected within sixty days of licensure or registration. All such family child care homes shall be inspected at least every two years thereafter. It is the intent of the Legislature that such family child care homes be inspected annually if sufficient funds are made available under the federal Child Care and Development Block Grant Act of 1990 for such purposes. (Laws 1991; 1995.)

43-2619. OFFICE FOR CHILD DEVELOPMENT AND EARLY CHILDHOOD EDUCATION SERVICES. There is hereby created within the State Department of Education an Office for child development and early childhood education services. (Laws 1991.)

43-2620. DEPARTMENT OF SOCIAL SERVICES; OFFICE; COLLABORATION OF ACTIVITIES. The Department of Social Services and the State Department of Education shall collaborate in their activities and may:

- (1) Encourage the development of comprehensive systems of child care programs and early childhood education programs which promote the wholesome growth and educational development of children, regardless of the child's level of ability;
- (2) Encourage and promote the provision of parenting education, developmentally appropriate activities, and primary prevention services by program providers;
- (3) Facilitate cooperation between the private and public sectors in order to promote the expansion of child care;
- (4) Promote continuing study of the need for child care and early childhood education and the most effective methods by which these needs can be served through governmental and private programs;
- (5) Coordinate activities with other state agencies serving children and families;
- (6) Strive to make the state a model employer by encouraging the state to offer a variety of child care benefit options to its employees;
- (7) Provide training for child care providers as authorized in sections 79-3701 to 79-3703;
- (8) Develop and support resource and referral services for parents and providers that will be in place statewide by January 1, 1994;
- (9) Promote the involvement of businesses and communities in the development of child care throughout the state by providing technical assistance to providers and potential providers of child care;
- (10) Establish a voluntary accreditation process for public and private child care and early childhood education providers, which process promotes program quality;
- (11) Provide and coordinate staff assistance to the Child Care and Early Childhood Education Coordinating Committee;
- (12) At least biennially, develop an inventory of programs and early childhood education programs provided to children in Nebraska and identify the number of children receiving and not receiving such services, the types of programs under which the services are received, and the reasons children not receiving the services are not being served; and
- (13) Support the identification and recruitment of persons to provide child care for children with special needs. (Laws 1991; 1995.)

43-2621. BLOCK GRANT FUNDS; USE. Funds provided to the State of Nebraska pursuant to the Child Care and Development Block Grant Act of 1990 shall be used to implement the Quality Child Care Act. (Laws 1991.)

43-2622. CHILD CARE GRANT FUND; ESTABLISHED; USE; INVESTMENT. The Child Care Grant Fund is hereby established to be administered by the Department of Social Services. The fund shall be used to make grants pursuant to section 43-2624. Any money in the fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act.. (Laws 1991; 1994.)

43-2623. APPROPRIATION TO CHILD CARE GRANT FUND; LEGISLATIVE INTENT. The Legislature recognizes that a shortage of quality, affordable, and accessible child care exists to the detriment of families and employers throughout the state. Workers are unable to enter or remain in the workforce due to a shortage of child care resources. The high costs of starting or expanding a child care business creates a barrier to the creation of additional space, especially for infants and children with special needs. It is the intent of the Legislature to appropriate two hundred fifty thousand dollars annually to the Child Care Grant Fund from funds designated by the State of Nebraska under the Child Care and Development Block Grant Act of 1990. (Laws 1991.)

43-2624. CHILD CARE GRANTS. The Department of Social Services shall award grants to persons, community-based organizations, or schools needing assistance to start or improve a child care program. No grant shall exceed ten thousand dollars. A recipient of a grant shall not be eligible for a grant more than once in a three-year period. Child care grants shall be awarded on the basis of need for the proposed services in the community. Grants shall be given only to grantees who do not discriminate against children with disabilities or children whose care is funded by any state or federal funds. When considering grant applications of equal merit, the department shall award the grant to the applicant which has not previously received a grant from the Child Care Grant Fund. (Laws 1991; 1995.)

43-2625. CHILD CARE GRANTS; RULES AND REGULATIONS. The Department of Social Services shall adopt and promulgate rules and regulations setting forth criteria, application procedures, and methods to assure compliance with the criteria for grants to be awarded pursuant to section 43-2624. (Laws 1991.)

ARTICLE 25 — EARLY INTERVENTION

43-2501. ACT, HOW CITED. Sections 43-2501 to 43-2513 shall be known and may be cited as the Early Intervention Act. (Laws 1991; 1993.)

43-2502. LEGISLATIVE INTENT. It is the intent of the Legislature to assist in securing early intervention services to infants or toddlers with disabilities and their families in accordance with the federal early intervention program and whenever possible in concert with the family policy objectives prescribed in sections 43-532 to 43-534 and federal and state initiatives. Such services are necessary to :

- (1) Enhance the development of infants and toddlers with disabilities;
- (2) Reduce the costs to our society by minimizing the need for special services, including special education and related services, after such infants or toddlers reach school age;
- (3) Minimize the likelihood of institutionalization of persons with disabilities and maximize their potential for independent living in society;
- (4) Enhance the capacity of families to meet the needs of their infants or toddlers with disabilities;
- (5) Strengthen, promote, and empower families to determine the most appropriate use of resources to address the unique and changing needs of families and their infants or toddlers with disabilities; and
- (6) Enhance the capacity of state and local agencies and service providers to identify, evaluate, and meet the needs of historically underrepresented populations, particularly minority, low-income, and rural populations. (Laws 1991; 1993.)

43-2502.01. GENERAL FINDINGS AND DECLARATIONS. The Legislature hereby finds and declares that: (1) All families have strengths; (2) families strengthen communities; (3) families are the primary decisionmakers for their children; and (4) all families have needs that change over time and require the support of their communities. (Laws 1993.)

43-2502.02. LEGISLATIVE FINDINGS. The Legislature further finds that: (1) Many state initiatives for improving or reforming the current service delivery systems for children and their families have been identified and are currently underway within Nebraska; (2) there is a need to facilitate coordination and promote communication across these efforts to identify common visions and approaches and to establish linkages across health, social services, family support services, mental health, and education initiatives at the state and community levels; and (3) these initiatives need continued support and nurturing in order to empower communities and families and to provide and promote an integrated service delivery system. (Laws 1993.)

43-2502.03. LEGISLATIVE DECLARATIONS. The Legislature declares that it shall be the policy of the State of Nebraska to promote the development of a statewide system of comprehensive, coordinated, family-centered, community-based, and culturally competent services for children and their families to assure that services help build strong families and provide appropriate environments prenatally and for children from birth through their early years in programs and services which are;

- (1) Family-centered, recognizing that parents have the primary responsibility for their children's development and learning and that programs must recognize and support the role of parents through family-friendly criteria in planning their structure, services, staffing, and delivery;
- (2) Comprehensive, recognizing that services must include attention to all aspects of the child and family and address needed health and nutrition, education, family support, and social services. Such a service system should allow families to choose the services they need with minimal costs and requirements;
- (3) Coordinated, recognizing that collaboration among the state agencies and variety of private and community programs and services is required to assure that comprehensive child and family needs are met and that the most efficient use is made of public resources, community services, and informal support systems of families;
- (4) Quality, recognizing that outcomes for children in the early years are strengthened when programs and services display indicators of quality, including developmentally appropriate practices, extensive family involvement, trained staff, and culturally responsive approaches;
- (5) Inclusive, recognizing that all children benefit when they have optimum opportunities to interact with peer groups of children with diverse backgrounds and characteristics; and
- (6) Equitable, recognizing that program practices strive for potential achievement of all children including children from minority groups, with disabilities, from less advantaged backgrounds, and from less populated geographic areas. (Laws 1993.)

43-2502.04. DECLARATION OF POLICY. The Legislature further declares that it shall be the policy of the State of Nebraska, through the implementation of the Early Intervention Act, to promote, facilitate, and support:

- (1) Healthy families, enhancing the well-being of each family member as well as that of the family as a unit and encouraging family independence and decisionmaking about the future of their children;
- (2) Service systems which are responsive, flexible, integrated, and accessible to children and their families;
- (3) Community ownership, recognizing that families live and children grow up in communities, that programs are implemented in communities, and that all families need supportive communities; and
- (4) Maximum impact of prevention and early intervention, encouraging and supporting active parent and family partnership in all programs and services. (Laws 1993.)

43-2503. PURPOSES OF ACT. The purposes of the Early Intervention Act shall be to:

- (1) Develop and implement a statewide system of comprehensive, coordinated, family-centered, community-based, and culturally competent early intervention services for infants or toddlers with disabilities and their families through the collaboration of the Department of Health, the Department of Public Institutions, the Department of Social Services, the State Department of Education, and all other relevant agencies or organizations at the state, regional, and local levels;
- (2) Establish and implement a billing system for accessing federal medicaid funds;
- (3) Establish and implement services coordination through a community team approach;
- (4) Facilitate the coordination of payment for early intervention services from federal, state, local, and private sources including public and private insurance coverage; and
- (5) Enhance Nebraska's capacity to provide quality early intervention services and expand and improve existing early intervention services being provided to eligible infants or toddlers with disabilities and their families. (Laws 1991; 1993.)

43-2504. REPEALED LAWS 1993.

43-2505. TERMS, DEFINED. For purposes of the Early Intervention Act:

- (1) Collaborating agencies shall mean the Department of Health, the Department of Public Institutions, the Department of Social Services, and the State Department of Education;
- (2) Developmental delay shall mean any of the disability classifications or conditions described in section 79-3309;
- (3) Early intervention services may include services which:
 - (a) Are designed to meet the developmental needs of each eligible infant or toddler with disabilities and the needs of the family related to enhancing the development of their infant or toddler;
 - (b) Are selected in collaboration with the parent or guardian;
 - (c) Are provided in accordance with an individualized family service plan;
 - (d) Meet all applicable federal and state standards; and
 - (e) Are provided to the maximum extent appropriate, in natural environments including the home and community settings in which infants and toddlers without disabilities participate;
- (4) Eligible infant or toddler with disabilities shall mean a child who needs early intervention services and is two years of age or younger, except that toddlers who reach age three during the school year shall remain eligible throughout that school year. The need for early intervention services is established when the infant or toddler experiences developmental delays which shall mean any of the disability classifications or conditions described in the Special Education Act;
- (5) Federal early intervention program shall mean the federal Early Intervention Program for Infants and Toddlers with Disabilities, 20 U.S.C 1471 to 1485;
- (6) Individualized family service plan shall mean the process, periodically documented in writing, of determining appropriate early intervention services for an eligible infant or toddler with disabilities and his or her family;
- (7) Interagency planning team shall mean an organized group of interdisciplinary, interagency representatives, community leaders, and family members in each local community or region;
- (8) Lead agency or agencies shall mean the Department of Social Services and State Department of Education and any other agencies designated by the Governor for general administration, supervision, and monitoring of programs and activities receiving federal funds under the federal early intervention program and state funds appropriated for early intervention services under the Early Intervention Act;
- (9) Nebraska Interagency Coordinating Council shall mean the state council the function of which is to advise and assist the collaborating agencies in carrying out the provisions of the act. The members of the council shall be appointed by the Governor and shall include, but not be limited to, representatives of school districts, social services, health and medical services, parents, mental health services, developmental disabilities services, educational service units, Head Start, higher education, physicians, the Legislature, and the collaborating agencies; and
- (10) Services coordination shall mean a flexible process of interaction facilitated by a services coordinator to assist the family of an eligible infant or toddler with disabilities within a community to identify and meet their needs pursuant to the Early Intervention Act. Services coordination under the act shall not duplicate any case management services which an eligible infant or toddler with disabilities and his or her family are already receiving or eligible to receive from other sources. (Laws 1991; 1993.)

43-2506. NEBRASKA INTERAGENCY COORDINATING COUNCIL; COLLABORATING AGENCIES; DUTIES. (1)

The Nebraska Interagency Coordinating Council and collaborating agencies shall make recommendations regarding the following to the lead agency or agencies which shall have the responsibility and authority for :

- (a) The general administration, supervision, and monitoring of programs and activities receiving federal funds under the federal early intervention program to ensure compliance with federal law;
 - (b) The identification and coordination of all available resources within the state from federal, state, local, and private sources;
 - (c) The development of procedural safeguards, including procedures for complaints and appeals, to ensure that services coordination is provided to eligible infants or toddlers with disabilities or possible disabilities and their families in a timely manner pending the resolution of any disputes among public agencies or service providers;
 - (d) The entry into formal interagency agreements that include components necessary to ensure meaningful cooperation and coordination; and
 - (e) The coordination of interagency rules and regulations pursuant to the Early Intervention Act.
- (2) The Nebraska Interagency Coordinating Council and collaborating agencies shall make recommendations to the lead agency or agencies which shall prepare and submit all applications for funding under the federal early intervention program and shall distribute federal funds according to such applications. (Laws 1991; 1993.)

43-2507. COLLABORATING AGENCY; STATEWIDE SYSTEM; COMPONENTS; DUTIES; SHARING INFORMATION AND DATA. (1) Planning for the early intervention services, shall be the responsibility of each collaborating agency. The planning shall address a statewide system of comprehensive, coordinated, family centered, community-based, and culturally competent early intervention services to all eligible infants or toddlers with disabilities and their families in Nebraska. The statewide system shall include the following minimum components:

- (a) A public awareness program, including a central directory;
- (b) A comprehensive early identification system, including a system for identifying children and making referrals for infants or toddlers who may be eligible for early intervention services;
- (c) Common intake, referral, and assessment processes, procedures, and forms to determine eligibility of infants and toddlers and their families referred for early intervention services;
- (d) An individualized family service plan, including services coordination, for each eligible infant or toddler with disabilities and his or her family;
- (e) A comprehensive system of personnel development
- (f) A uniform computer data base and reporting system which crosses agency lines; and
- (g) Services coordination to access the following early intervention services: Audiology; family training, counseling, and home visits; health services; medical services only for diagnostic or evaluation purposes; nursing services; nutrition services; occupational therapy; physical therapy; psychological services; social work services; special instruction speech-language pathology; transportation and related costs that are necessary to enable an eligible infant or toddler with disabilities and his or her family to receive early intervention services; assistive technology devices and assistive technology services; vision services; and hearing services.

(2) Collaborating agencies shall review standards to ensure that personnel are appropriately and adequately prepared and trained to carry out the Early Intervention Act.

(3) Collaborating agencies shall be responsible for designing, supporting, and implementing a statewide training and technical assistance plan which shall address preservice, inservice, and leadership development for service providers and parents of eligible infants and toddlers with disabilities.

(4) Policies and procedures shall be jointly examined and analyzed by the collaborating agencies to satisfy data collection requirements under the federal early intervention program and to assure the confidentiality of the data contained in the statewide system. Notwithstanding any other provision of state law, the collaborating agencies shall be permitted to share information and data necessary to carry out the provisions of the federal early intervention program, including the personal identification or other specific information concerning individual infants, toddlers, or their families, except that the vital and medical records and health information concerning individuals provided to the Department of Health may be released only under the laws authorizing the provision of such records and information. Nothing in this section shall prohibit the use of such data to provide for the preparation of reports, fiscal information, or other documents required by the Early Intervention Act, but no information in such reports, fiscal information, or other documents shall be used in a manner which would allow for the personal identification of an individual infant, toddler, or family. (Laws 1991; 1993.)

43-2507.01. ELIGIBLE INFANTS AND TODDLERS WITH DISABILITIES; ENTITLEMENTS. (1) Infants or toddlers who are referred because of possible disabilities shall be entitled, at no cost to their families, to early identification of eligible infants or toddlers, evaluation and assessment in order to determine eligibility under the Special Education Act, and procedural safeguards.

(2) By June 1, 1995, eligible infants or toddlers with disabilities shall also be entitled, at no cost to their families, to services coordination and development of the individualized family service plan.

(3) For other early intervention services not mandated under the Special Education Act and not paid through any other source, including, but not limited to, insurance, medicaid, or other third-party payer, payment for such services shall be the responsibility of the parent, guardian, or other person responsible for the eligible infant or toddler.

(4) Except for service coordination, the Early Intervention Act shall not be construed to create new early intervention or family services or establish an entitlement to such new services. (Laws 1993.)

43-2507.02. STATE DEPARTMENT OF EDUCATION; DUTIES. The State Department of Education shall maintain its responsibility under the Special Education Act regarding special education and related services. The department shall provide grants for the costs of such programs to the school district of residence as provided in section 79-3325. (Laws 1993.)

43-2508. DEPARTMENT OF SOCIAL SERVICES; DUTIES. (1) The Department of Social Services shall be responsible for providing or contracting for services.

(2) Whenever possible, the medical assistance program prescribed in sections 68-1018 to 68-1025 shall be used for payment of services coordination.

(3) It is the intent of this section that the Department of Social Services shall apply for and implement a Title XIX medicaid waiver as a way to assist in the provision of services coordination to eligible infants or toddlers with disabilities and their families. (Laws 1991; 1993.)

43-2509. DEPARTMENT OF HEALTH; DUTIES. The Department of Health shall be responsible for incorporating components required under the federal early intervention program into the state plans developed for the Special Supplemental Food Program for Women, Infants, and Children, the Commodity Supplemental Food Program, the maternal and child health program, and the developmental disabilities program. The department shall provide technical assistance, planning, and coordination related to the incorporation of such components. (Laws 1991; 1993.)

43-2510. DEPARTMENT OF PUBLIC INSTITUTIONS; DUTIES. The Department of Public Institutions shall be responsible for incorporating components required under the federal early intervention program into the mental health and developmental disabilities planning responsibilities of the department. The department shall provide technical assistance, planning, and coordination related to the incorporation of such components. (Laws 1991; 1993.)



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